Professional Educator Preparation Program Standards and Procedures

Amended by the
Montana Board of Public Education
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Montana Board of Public Education
2500 Broadway
Helena, Montana 59620

Professional Educator Preparation Program Standards and Procedures

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INDEX to
PROFESSIONAL EDUCATOR PREPARATION
PROGRAM STANDARDS

Effective: 2001 through 2005

Page	i-iii		Index to Professional Educator Preparation Program Standards (PEPPS)
	iv		Index to Appendices
	v-vi		Introduction to Program Standards: 2001-2005 (Appendix A)
	1		Sub-Chapter 1 State Administrative Procedural Standards
	vii-xix		Procedures for Program Review (Appendix B)
	3		Sub-Chapter 2 Organization and Administration of Teacher Education
	8		Sub-Chapter 3 Curriculum Principles and Standards: Basic Programs
	xx-xxviii		Sub-Chapter 3 - Program Performance Standards (Appendix C)
	9		Sub-Chapter 4 Teaching Areas: General Standards
	xxix-xxxiii		Standard 501 - Program Performance Standards (Appendix D)
	11		Sub-Chapter 5 Teaching Areas: Specific Standards
	11	10.58.501	General Requirements
	11	10.58.502	Agricultural Education
	13	10.58.503	Art K-12
	14	10.58.505	Business and Information Technology Education
	15	10.58.507	Drama
	xxxiv-xliii		Standard 508 - Program Performance Standards (Appendix E)
	17	10.58.508	Elementary
	18	10.58.509	English/Language Arts
	22	10.58.510	Students with Disabilities K-12

Page	27	10.58.511	Second Languages K-12
	28	10.58.512	Guidance and Counseling K-12
	30	10.58.513	Health
	31	10.58.514	Family and Consumer Sciences
	32	10.58.515	Industrial/Technology Education
	34	10.58.516	Journalism
	36	10.58.517	Library Media K-12
	38	10.58.518	Mathematics
	40	10.58.519	Music K-12
	42	10.58.520	Physical Education and Health K-12
	43	10.58.521	Reading Specialist K-12
	46	10.58.522	Science
	50	10.58.523	Social Studies
	52	10.58.524	Communications
	53	10.58.525	Trades and Industry
	53	10.58.526	Traffic Education
	55	10.58.527	Areas of Permissive Special Competency
	55	Section (3)	Early Childhood Education
	59	Section (4)	Gifted Students K-12
	60	10.58.528	Computer Science
	61	Sub-Chapter 6	Curriculum Principles and Standards: Advanced Programs
	64	Sub-Chapter 7	Specializations: Supervisory and Administrative Programs
	64	10.58.701	Supervisors
	65	10.58.704	School Principals and Superintendents
	67	10.58.707	School Psychologist

Page 71 Sub-Chapter 8 Innovative and Experimental Programs

72 Sub-Chapter 9 Standards for Approving Competency-Based or Performance-Based Programs

INDEX TO APPENDICES

Professional Educator Preparation Program Standards

Effective: 2001 through 2005

Appendix A Introduction to Program Standards: 2001-2005

The Board of Public Education adoption of the administrative rules contained herein signals a departure in format from those standards in use since the first adoption of standards in 1979. The "introduction" offers a rationale for these changes.

Appendix B Procedures for Program Review

These procedures are adopted for the uniform planning, preparation and operation of reviews of educator preparation programs for recommendations by the selected team members to the Montana Board of Public Education in establishing the fifth 5-year cycle of "state-approved" educator preparation programs at Montana institutions.

Appendix C Sub-Chapter 3: Program Performance Standards

Performance standards necessitate the establishment of the criteria upon which performance will be demonstrated by the requesting institutions to assure the reasonable expectation of a consistent interpretation of the administrative rule language for that area. The criteria is established as policy primarily for the institution's preparation in seeking state-approval and for those professional educators assigned to review that institution's Institutional Report and related documentation. Secondarily, but also important, is the clarification and confirmation of criteria in use for those monitoring educator preparation in Montana.

Appendix D Sub-Chapter 5: Standard 501 - General Requirements

Board of Public Education action on this section determines the limit to which approval will be granted to all endorsement programs of an institution under review. An adopted "provisional approval" rating for 10.58.501 will limit all endorsement programs to no more than "provisional" status, pending a follow-up review and recommendations to the Board. An adopted "non-approval" rating for 10.58.501 would remove all endorsement programs from state-approval. Institutions and program officials must place great importance on creating assessments, quantifying candidate success, and developing documents to verify the institution's success.

Appendix E Sub-Chapter 5: Standard 508 - Elementary Education

In establishing performance-based standards for the preparation of elementary teacher candidates, criteria is established for programs preparing candidates for the elementary k-8 endorsement. This criteria must be considered in the development of assessments and the documentation format for verification of each institution's success in preparing entry level candidates for certification.

APPENDIX A.
INTRODUCTION TO PROGRAM STANDARDS: 2001-2005

Several principles and events have guided the revision of the following Teacher Education Program Standards for the state of Montana. These standards are designed to reflect a thoughtful integration of the highest national accreditation standards currently available with state standards that have traditionally ensured specific services to the state and to the candidates:

1. Quality -- The national trend has moved in the direction of assessing programs based upon the actual performance and knowledge capabilities of their candidates. Following the recommendation of the Governor's Commission on Teaching (7/21/98) "all teacher education programs in Montana recommending their graduates for certification in Montana shall meet state standards which meet or exceed the unit standards of the National Council for Accreditation of Teacher Education" (NCATE). While the language of national standards is incorporated in the text below the authority for accreditation continues to reside with the legally constituted state authority acting upon the recommendation of NCATE or its equivalent.

2. Equity -- The state of Montana has a responsibility to provide educational opportunities in a manner designed to be fair and equitable and to provide high quality educational services to its citizens. The focus on thoughtful on-going assessment strategies is designed to ensure that programs are constantly reviewed and revised to ensure efficiency, currency, and high quality, and to make their services available to the broadest range possible of qualified candidates.

3. Diversity -- The Constitution of the State of Montana (article X, section 2) establishes a special legal status for indigenous cultures and peoples with respect to education*: "The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural heritage."* As an ideal, liberal education historically combines the influence of incommensurable cultural systems to provide the essential tension that awakens the mind in a climate of diverse ideas and insights. As such, the American Indian cultures of Montana are a unique and valuable resource. Teacher education in Montana shall be designed to respect traditional cultures and scientific culture and to help candidates understand and benefit from the vitality and complexity that arises from the interaction of Montana's various cultural perspectives. Furthermore, participation of American Indians in the planning, implementation, benefits, and assessment of teacher education shall be sought to ensure full partnership of all Montana's main constituent ethnic groups in the educational processes that shape Montana's future.

4. Nationally Recognized Standards -- The Montana Commission on Teaching is a group of twenty-six Montanans, appointed by Governor Racicot in February 1997, to study the preparation of teachers in Montana. This commission represents both public and private teacher preparation programs and a wide assortment of educational organizations and entities, along with public and legislative representation. The Montana Council of Deans of Education, a council open to chairs, deans and directors of all eight private and public teacher preparation programs, has a continuing recommendation that all Montana teacher preparation programs meet National Council for Accreditation of Teacher Education (NCATE) standards.

With the above recommendations in mind, and after notification of intentions and discussion with representatives of teacher education program faculty and administration, along with public school teachers and administrators and members of the public, there is embedded within this document both a definition of "conceptual framework" (ARM 10.58.210), a concept central to NCATE standards, and the text of the six elements of NCATE 2000 Standards (ARM 10.58.301, 302, 303, 304, 305, and 306, and for advanced programs - ARM 10.58.603) within the Montana standards for teacher education units. Permission to include verbatim and/or modified NCATE 2000 text within Montana teacher preparation standards was provided by NCATE through Shari L. Francis, Vice President for State Relations, on behalf of Donna Gollnick, Senior Vice President of NCATE, in its letter to the Director of Teacher Education and Licensure, OPI, dated October 7, 1999.

In addition, as a measure of the preparation of teachers in all endorsement fields, the Interstate New Teacher Assessment and Support Consortium, better known as "INTASC Standards," have been incorporated in ARM 10.58.501, General Requirements, to assure the uniform quality of expectations in the preparation of teachers in all content areas. INTASC Standards were developed in 1992 and represent the direct input from 17 state education agencies. An additional 22 state agencies, including Montana, participated in reviewing and responding to draft proposals between 1987 and 1992.

Montana's teacher education program standards, developed over the period since 1998 for adoption during the year 2000, include expectations found within NCATE 2000 standards and INTASC Standards, plus additional standards which will assure those characteristics of teacher preparation deemed important to Montana's preparing teachers and to students who will be depending upon them for instructional skills and knowledge.

Standards which make up ARM Title 10, Chapter 58, Sub-Chapters 2, 3, 4 and 6, the unit standards, constitute the core of teacher preparation programs in Montana. The changes made herein constitute a major effort to strengthen standards and introduce performance assessment into both the unit and content area (endorsement) standards to the extent practical at this time. These standards will be implemented January 1, 2001 and continue in effect through reviews in 2005. It is the intent of the Board of Public Education that all standards will be performance-based in the adoption of revised standards reviewed during period 2003-2005, for implementation in the year 2006.

Sub-Chapter 1

State Administrative Procedural Standards

10.58.101 ADVISORY GROUP (IS HEREBY REPEALED)

10.58.102 PROCESS LEADING TO APPROVAL OF PROFESSIONAL EDUCATOR PREPARATION PROGRAMS (1) The board of public education shall adopt clear procedures for implementing the process of approving professional educator preparation programs.

(2) The process leading to approval of professional educator preparation programs shall be carried out by visiting teams appointed by the office of public instruction, under procedures established by the board of public education. These team members shall be broadly representative of the educational community.

(a) Visiting team members shall be appointed from a listing of qualified and instructed members of the education community.

(i) Team members shall be recommended from higher education and public schools by administrators, supervisors, professional organizations and educational boards and agencies.

(ii) Those accepted for training as team members shall have a minimum of five years of teaching or professional education experience.

(b) Preparation of educators for serving on visiting teams shall be administered by the office of public instruction and shall involve instruction to include constitutional and statutory authority of the board of public education, basis for state approval and national accreditation, origin and content of state program standards, practical experience at interpreting and applying standards and information on visiting team review procedures.

(c) Performance of team members shall be evaluated by the team chairperson, in conjunction with the office of public instruction coordinator, and shall be used in determination of future participation as members of visitation teams.

(d) Team chairs or members shall not be assigned to serve in the review of institutions where a conflict of interest may interfere with the integrity of the review.

(3) Members of the board of public education shall be invited to participate as observers at each unit's program review.

10.58.103 VISITATIONS (1) All professional educator preparation programs shall be visited for approval every five years or on an adjusted schedule based upon coordination with national accreditation or upon request of an institution.

(2) Joint visitations and cooperation with other accrediting agencies will be encouraged.

(3) A review by the national council for accreditation of teacher education (NCATE) of the same material covered in subchapters 2, 3, 4 and 6 may be accepted in lieu of the state review.

(4) Institutions are required to engage in an ongoing self-study of professional educator preparation programs.

10.58.104 APPROVED PROGRAMS (1) The office of public instruction shall issue lists of institutions whose programs have met the board of public education's standards for professional educator preparation. Pursuant to 20-4-121, MCA, these lists shall also include all programs accredited by regional and national accreditation agencies, with an identification of the accreditation agency. Each institution shall give this information to the office of public instruction no later than December 1 of each year. Lists shall indicate the programs approved and the initial and expiration dates of such approval. These lists shall be made available to institutions, school

personnel offices, counselors, and others within the state upon request and as exchanges with education agencies in other states.

10.58.105 OPTIONAL COMPLIANCE (IS HEREBY REPEALED)

APPENDIX B.
PROCEDURES FOR USING PROFESSIONAL EDUCATOR PREPARATION STANDARDS

I. INTRODUCTION

Article X, Section 9, of the 1972 Montana Constitution established the Board of Regents of Higher Education and the Board of Public Education. The Board of Regents of Higher Education has the power, responsibility and authority to supervise, coordinate, manage and control the Montana University System. The Board of Public Education exercises general supervision over the state's public school system and is further authorized under state law to create and establish a system of teacher certification. This teacher certification system has historically operated on the basis of "program approval." This means that all teacher training programs in an institution which lead to teacher certification must be approved.

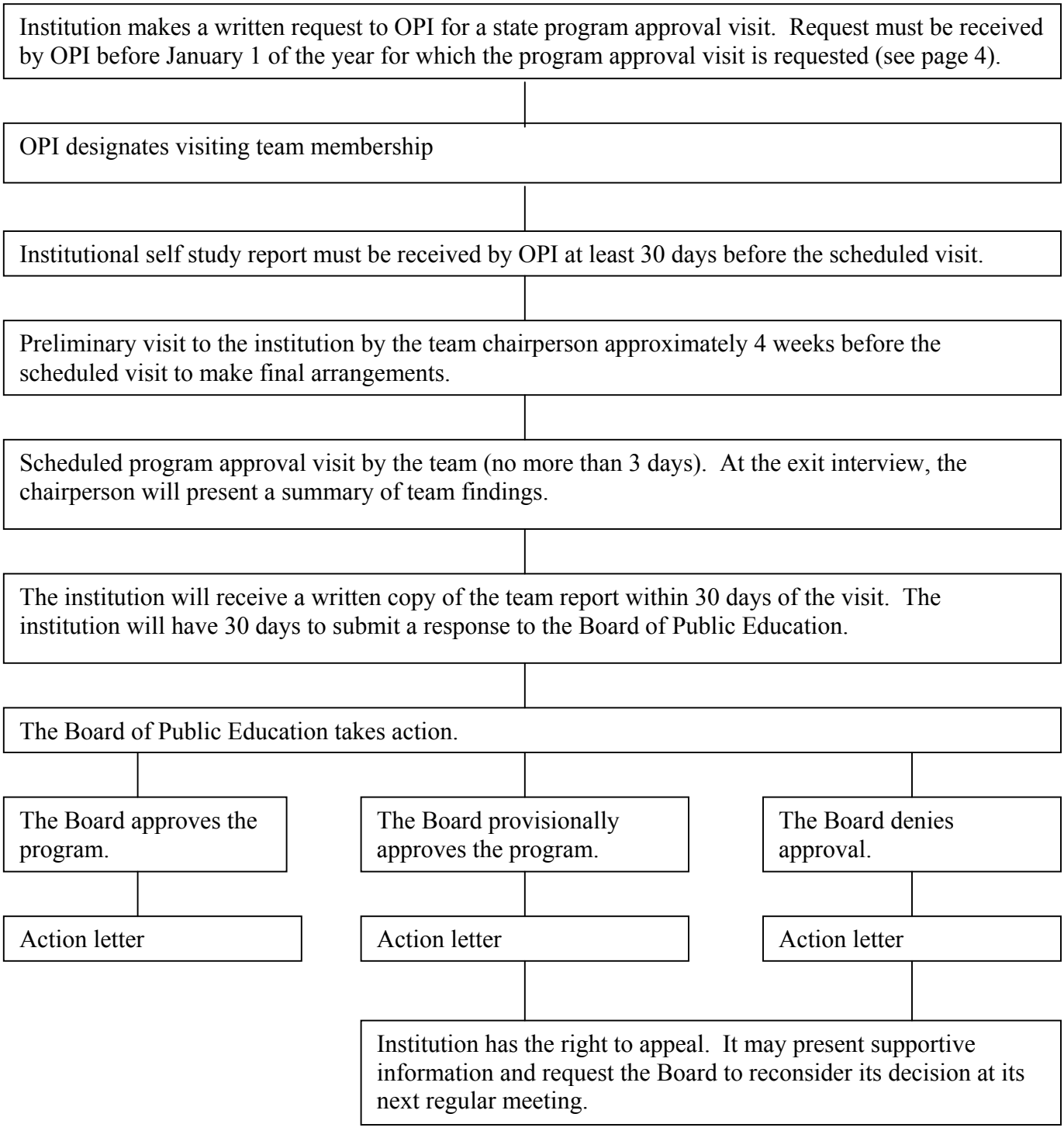
In April 1979, the Board of Public Education adopted standards for the approval of teacher education programs. The adopted standards were based on the Standards for Approval of Teacher Education developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC) and the standards of the National Council for Accreditation of Teacher Education (NCATE) as well as standards from several other states, modified and amended to accommodate the needs of Montana. These standards are reviewed on a five-year cycle.

This procedural guide was developed to implement the standards and to support an effective system of teacher preparation. It was written with the cooperation of many Montana educators, and it is intended to contribute to the improvement and growth of teacher education programs in Montana. The review of teacher education programs conducted under these standards and procedures will ensure that prospective teachers have completed an approved training program before they enter the teaching profession. The standards and procedures will be reviewed each five years to determine continuing relevance.

The Board of Public Education intends that participation as members of a review team will be undertaken as a professional responsibility. Expenses involved in participation of K-12 level educators for on-site visits must be borne by the institution under review. Higher education participant expenses will be borne by the institution of employment. Each institution, at the time of request for review, shall make payment to the Office of Public Instruction for the review process based on a flat fee of $500, plus $50 for each program to be reviewed. In programs such as science, social studies and foreign (second) languages each endorsement area will be considered as one program.

The following chart shows the process for approving teacher education programs in Montana.

Process for State Approval of Professional Education Programs Leading To Interstate Reciprocity of Educator Certification



II. APPLICATION FOR A VISIT

When an institution wishes to have its programs reviewed by an on-site visit, the dean of education, or other appropriate official, will indicate by letter the approximate dates desired for the visit and will list specific programs to be reviewed on a Program Review Request Form (see Attachment #1). This information, plus the appropriate fee (based on a $500 flat fee and $50 per program to be reviewed), will be forwarded to the Director of Teacher Education and Licensure in the Office of Public Instruction (OPI) by January 1 preceding the academic year the visit will occur. OPI will acknowledge the request in a letter indicating the length of the visit (not to exceed three days), and an Institutional Report form will be forwarded to the institution for completion.

OPI will also propose a team chairperson and a list of professionals to serve on the visiting team. The institution has the right to refuse any individual proposed by OPI. If individuals are refused, OPI will name replacements to complete the team.

III. INSTITUTIONAL REPORT

The institution will receive an Institutional Report form that lists every teacher education program standard. The institution will complete the center section of this form. (Pages may be attached if additional space is needed.) Examples of the printed standards, the institutional response, and the visiting team's action are in Attachment #2.

When the institution has completed its part of the Institutional Report, it shall forward at least five copies to the Director of Teacher Education and Licensure. In all cases, these copies must arrive at least 30 days before the scheduled visit. In addition, the institution will send the number of copies of its catalog(s) as indicated by the OPI review coordinator, along with other information for the convenience of the team or found important to the effectiveness of the review process.

OPI will send the appropriate section(s) of the Institutional Report, the college catalog and any other pertinent information to the visiting team members for their review in preparation for the visit.

IV. SELECTION AND MEMBERSHIP OF THE VISITING TEAM

OPI will give the institution a list of professionals proposed to serve as team Chairperson and a list of professionals proposed to serve on the visiting team. OPI selects team members from a bank of trained professionals who have been instructed on the approval process. Each has a minimum of five years of teaching or other appropriate experience as determined by the Board of Public Education. College deans of education, the major education and curricular organizations, the Commissioner of Higher Education, the Board of Public Education, OPI and county and district school officials recommended these professionals. From this bank, OPI will select visiting team members whose expertise, training and/or certification reflects programs to be reviewed at the institution. It will also be OPI's intent to have a minimum of one American Indian member of each review team. Time conflicts or cancellation may limit this objective.

OPI will attempt to ensure that the majority of visiting team members are appropriately certified personnel. OPI will also request that a member of the Board of Public Education participate as an ex officio, non-voting member of each review team.

The institution has the responsibility to review the list of proposed team members and the opportunity to refuse any member. If the institution challenges a team member, they must communicate that information to OPI within 10 days after receiving the list of proposed team members. If no challenge is made, the individuals will be officially designated the team members by letter. OPI will correspond with the administrator of the school districts, if appropriate, enclosing invitations to district staff member(s) and requesting district cooperation in providing release time for the staff member(s) appointed to the visiting team. If the district is unable to release the staff member(s), the administrator should immediately return the letter and notify OPI in order that a replacement may be selected.

The Director of Teacher Education and Licensure and the team chairperson will assign each member visitation responsibilities. The chairperson shall notify team members of their specific responsibilities by letter. The Directory of Teacher Education and Licensure will retain a copy of all correspondence concerning the visit.

V. PROFESSIONAL RESPONSIBILITY OF VISITING TEAM MEMBERS

Members shall participate in all team deliberations and activities. Team members shall treat all matters confidentially and shall honor and support all consensus decisions of the team.

VI. INSTRUCTIONS FOR TEAM MEMBERS

A. Pre-Visit Activities

The work of the visiting team can be reduced significantly if some duties are completed before the on-site visit. Thus, each team member is requested to:

1. thoroughly review the appropriate sections of the Institutional Report;

2. review the institution's catalog and compare it with the report;

3. complete any specific responsibilities assigned by the team chairperson; and

4. direct any questions to the team chairperson or OPI Coordinator (not the institution or persons not involved in the review process) before the on-site visit.

B. On-Site Activities

The primary purpose of the team's on-site visit is to validate the Institutional Report, to evaluate the programs requested for review, and recommend action to the Board of Public Education. As part of this effort, the team chairperson will assign specific responsibilities to each team member. Team members may be expected to:

1. conduct interviews with faculty, students, administrators and graduates;

2. validate the Institutional Report by cross-checking institutional records, including student transcripts, personnel files, advisor files, etc.;

3. travel to nearby locations to interview cooperating teachers and school administrators; and

4. participate in the exit interview with the team chairperson.

During the on-site visit, team members will adhere to a schedule and should be as unobtrusive as possible while collecting data. The team will make decisions by consensus, and the team chairperson will resolve any conflicts. Each team member must provide a rough draft of his/her findings on assigned standards before leaving the institution.

VII. INSTRUCTIONS FOR THE TEAM CHAIRPERSON

A. Introduction

The team chairperson is the most crucial person in the review process. With the assistance of the OPI review coordinator and staff, the team chairperson will coordinate all phases of the on-site visit and preparation of the team report. The team chairperson, with assistance from OPI, will prepare the final report from the rough drafts. It generally is not possible to have the whole team approve the report after it has been written in final form.

B. Responsibilities of the Team Chairperson

The team chairperson, in conjunction with the OPI Coordinator, will:

1. Visit the campus approximately four weeks before the scheduled team visit (see process outline chart on page 3) to confer with institution officials on the details of the visit and the nature and scope of its teacher education program.

2. Make arrangements, either at this visit or through correspondence with institution officials, for housing, meals, transportation, clerical help, necessary technology, committee headquarters room, conference room for evening meetings, etc.

3. Correspond with team members, providing a tentative schedule and arranging an initial meeting on the evening preceding the first day of the visit.

4. Make tentative assignments and notify team members of these assignments. This encourages team members to give special attention to the sections of the Institutional
Report for which they are specifically responsible. The chairperson will encourage team members to list items to be verified, questions to be raised, persons to visit, records to be examined, etc.

C. Team Organization Meeting

At the opening of the first meeting, usually on the first evening, college personnel are invited to present an overview and comments on their teacher education mission and program. This may properly include a welcome to the review team on behalf of the institution. Following this formality, the team chairperson shall:

1. Review assignments sent by mail and modify if necessary. Team assignments should match the expertise of team members whenever possible. Each team member will have a primary responsibility but will also have some supporting assignments, depending on the scope of the offerings, team size and particular areas of competence among team members.

2. Ensure that team members arrange to interview as many faculty members as possible.

3. Review the schedule of conferences with committees and individuals, including the final exit meeting, and arrange meetings with students and cooperating local school officials. The entire team might also meet with certain college committees, such as curriculum committees or graduate councils. Designate a person to preside at these meetings.

4. Arrange for times when the entire team will meet as a group to discuss progress. If observations made by one team member relate to an area that is the primary responsibility of another team member, appropriate information should be shared. Indicate to the team members that reports of findings and observations will be expected beginning at intervals throughout the review. It must be stressed that the final report is to be a team report.

5. Caution team members against remarking on how good or how poor the program is while they interview local faculty, students or administrators. Team members should not suggest whether or not they feel the program will be approved. The job of team members is to obtain information which will be used to make final team recommendations as to whether standards compliance has been validated. They should neither appear as protagonists, nor should they be sidetracked.

6. Ensure that someone interviews the librarian, elementary and secondary school personnel, chairpersons of teacher education and college committees and students.

7. Stress the importance of meeting all appropriate faculty members and of having adequate evidence for assertions that are made.

8. Announce to the team that the team's recommendation relative to standard 10.58.501 will affect the approval of all endorsement programs. Example: A team recommend of provisional approval for standard 10.58.501-General Requirements will limit all subject area programs to no more than a recommendation of provisional approval, even if they meet all of the specific standards for each teaching area. (More discussion of this factor is found in Section VIII. C.)

D. Orientation Meeting with College Administrative Personnel

Either on the evening before the visit or on the morning of the first day, the team and administrative personnel should meet. At this meeting the following business items may be covered:

1. Clarify the team's function to the college officials.

2. Have college officials outline the role of teacher education at their institution and briefly orient the team to special features of their teacher education program.

3. Discuss any concerns the college officials may have.

E. During the Visit

During the visitation the chairperson should:

1. Arrange an early conference with the dean of education and the college president (may be included as part of item D of this section).

2. Preside at general team meetings and designate someone to preside at other meetings with committee, etc.

3. Make team members aware of supplementary material placed in the team conference room.

4. Ensure that the person responsible for reviewing the sections dealing with student personnel and faculty knows the location of materials such as transcripts, student records, course syllabi, placement information, etc.

5. Keep a record of all persons and groups interviewed.

6. Suggest that team members share lunch and/or coffee with local faculty members. Informal meetings and brief visits with students may also be helpful.

7. Preside at the consensus meeting of the team to ensure agreement on the final recommendation for each standard.

8. Preside at the final exit meeting with local representatives. The purposes of this meeting are to apprise the institution of any unit standards or programs which, in the team's estimation, have fallen short of a recommendation for approval. Discussion between the team chair and institution representatives should be avoided. It should be clearly stated that the team report is a recommendation to the Board of Public Education, which will make the ultimate decision. A detailed team report will be provided to the institution within thirty (30) days, providing the opportunity for the institution to submit its comments to the Board of Public Education prior to its decision.

VIII PREPARATION OF VISITING TEAM REPORT

The visiting team's final report is one of the most important parts of the review process. If the team does not clearly communicate its findings and evaluations to the Board of Public Education, the board may not be able to make reasonable and just decisions about program approval.

Members of the visiting teams should read the instructions in this section carefully before participating in a visit.

A. General Directions

1. Completion of the report is the responsibility of the team chairperson, although OPI is primarily responsible for compiling and distribution. The chairperson is responsible for editing the final document and making certain that it is complete, accurate and consistent in style.

2. The final report should be double-spaced, except in those instances where writing style dictates single spacing. It shall be consistent with the format shown in Appendix C.

3. There must be adequate copies of the final report for one copy to be distributed to each of the following: the team chairperson, the Director of Teacher Education and Licensure, the college, the Board of Public Education and the Commissioner of Higher Education (if a unit of the public university system was reviewed). In addition, OPI will make adequate copies of the team recommendations for each member of the Board of Public Education. The institution will have 30 days to respond before team recommendations are placed on the Board's agenda for action.

B. Specific Instructions

1. In the right-hand column of the Institutional Report (see Appendix B), there is a space for the visiting team to check whether or not each substandard is met. Individual team members should check the appropriate space on their copy of the report. Once team consensus has been reached, the team chairperson will check the appropriate response on the final copy, which will be submitted as part of the team report.

2. In the narrative response, the visiting team will respond to the following subheadings for each standard (see Appendix C):

a. Validating Statement – Indicate whether the information in the Institutional Report is correct. Look for errors of omission, such as instances in which the institution neglected to report some information relevant to a particular standard. Also look for errors in presentation, such as errors in writing or emphasis which may lead team members to an incorrect evaluation. For example, institutions may make assertions of quality without documentation. It is the team's responsibility to present an accurate picture of what the institution is doing to meet a particular standard and to suggest corrective action in the Institutional Report where necessary.

b. Sources of Evidence – Indicate the sources of information used as the basis for validation and evaluation. Include individuals and groups interviewed, documents reviewed (e.g., catalogs, brochures, minutes) and records inspected (e.g., faculty vitae, student transcripts).

c. Evaluation – If the institution meets the standard, a simple statement to that effect is sufficient. However if the team feels that an institution is meeting a standard in a superior manner, this should be noted. If a substandard is checked as "not met" in the Institutional Report, that should be noted in this section accompanied by reasons for the team's judgment. If the standard is met but the institution has a problem in the program or procedures required to meet it, this should be identified as a weakness. Care should be taken that any comments made by the team in this section are adequately documented and not presented as unsupported assertions which may reflect biases of team members.

d. Recommendation for Approval, Provisional Approval or Non-approval – The program review process is directed toward approval of specific teacher education programs (e.g., art K-12, elementary education, etc.). Program approval is contingent upon the institution's ability to provide acceptable professional education programs and to present a program which meets the sub-standards in the subject area. Thus, for each standard, the team must recommend that the program should be approved, should not be approved, or should be approved provisionally.

C. Caution

Please note that the team's recommendation relative to standard 10.58.501 will affect the approval of all programs. If the team recommends provisional approval of standard 10.58.501 - General Requirements, all subject area programs would be recommended for provisional approval even if they meet all of the specific standards for each teaching area. If provisional approval is recommended, the team should specify what must be done by the institution to qualify for full approval and should establish a compliance schedule. Provisional approval of a standard is usually desirable rather than non-approval since it allows a college to review alternatives and make its own decisions in the interim allowed. Should 10.58.501 be recommended for non-approval, no program would be recommended to the Board of Public Education for approval.

IX. APPROVAL PROCEDURES AND FOLLOW-UP

The institution shall receive a copy of the visiting team's final written report within thirty (30) days of the visit. The institution, if it so chooses, then has thirty (30) days to submit a rejoinder for consideration by the Board of Public Education before program approval for that institution is placed on the Board's agenda. Any response by the college should reflect only errors or omissions by the team. The board shall receive copies of the team report and the institution's reply, if any, before it takes action. The team chairperson or designee shall be present at the board meeting at which action is taken. In all instances, a representative of the institution may be present.

The final decision on approval of teacher education programs rests with the Board of Public Education. If the board does not approve a program, the institution may present additional information pertinent to the matter and request that the board reconsider its decision at its next regular meeting. In each instance where a teaching area or field of specialization is recommended for provisional approval, the visiting team shall recommend steps the institution may take to receive approval. If a standard is recommended for provisional approval, the institution will be given six school months to resolve the deficiencies. A standard statement for this action follows:

The appropriate administrator/dean of education of (college) shall meet with the Board of Public Education in (date) and indicate specifically whether (subject) certification will be continued and, if so, the progress on meeting the standards. If the report to the board indicates that the standards are to be met, the team chairperson and appropriate team members will visit (college) in (date) and verify that the standards are met. A report of this visit will be made by the team chairperson at the board's first meeting after the (date) visit with a recommendation for either full approval or non-approval for future certification.

The Board of Public Education shall have final authority to determine what must be done to advance from provisional approval to approval status.

X. JOINT VISITS

The institution is responsible for requesting the review format of their choice. The state review process, as indicated earlier, is initiated by the institution and coordinated for the Board of Public Education by the Director of Teacher Education and Licensure of the Office of Public Instruction. In the joint review process, the institution must arrange its preparation schedule to meet the requirements of both accreditation bodies. With this begun, the institution prepares a preliminary template for the merging of accreditation processes which will assure that each body will have sufficient data through the documentation and visit to make recommendations and conclusions.

In terms of joint NCATE/state reviews, a protocol between the teacher education program approval agencies of the state and NCATE is established and shall be the guide to joint reviews. NCATE also will provide a recommended template for such visits. The institution, in consultation with the state coordinator and the assigned NCATE team chairperson, develops the preliminary template through combining input from each party with the specifics of the institution's programs, facilities and resources.

Within sixty days of the joint visit, the institution shall invite the national/regional chairperson and the state chairperson, along with the state coordinator, to participate in a pre-visit meeting. This meeting shall culminate in an agreement on specifics of the template for cooperation between the

two visiting teams, the team leadership and the institution. Arrangements for availability of documents, appointments with institution administrators and faculty and other details will be prepared. It shall be the goal of the institution to treat each team as evenly as possible in its efforts to provide for their needs.

During the pre-visit meeting, it shall be arranged that reviewing teams are permitted observation and joint efforts which will assure each accrediting body confidence in preparing its recommendations on compliance with standards for which each is accountable. Where closed meetings must be held by either team, observation and limited participation will be assured by each participating chair so that no evidence which might bear upon recommendations is restricted from either team.

Where one accrediting body has agreed to accept the institutional report and documentation in place of documentation specific to certain of its own standards, the exchange of information shall be open and cooperative. The institution shall not be held accountable for documentation specific to an accrediting agency's standards if documentation is being prepared to address the standards of the other party in the joint review. In such cases, the "observing" agency shall determine, in the most appropriate manner, to what extent such documentation provides evidence of satisfactory performance to parallel standards which they must address.

Each reviewing team will determine its own recommendations, based upon sources of evidence available to them and in keeping with their interpretation of their standards. Each reviewing team shall prepare its own report of recommendations to the body which will act upon the institution's accreditation, independent of conclusions reached by other accrediting bodies.

XI. NEW PROGRAMS

Before state approval is considered, an institution with a new program must have formal authorization to offer such a program from the administrative board charged with this responsibility. In addition, the institution must have its new program reviewed as a new program at a scheduled on-site review or submitted through the Office of Public Instruction to be considered by the Board of Public Education.

In cases when an on-site review is not available within the desired time period , OPI will review a new program by meeting with the dean of education or the institution's program representative to ensure that the program is equivalent to other state-authorized programs in the same area. Board of Public Education Administrative Rule 10.58.802 will be used as a guide in the meeting(s).

The Superintendent of Public Instruction will make a recommendation to the Board of Public Education. If the recommendation is for approval, the new program may only be recognized as <u>provisionally approved</u> until it has had a formal team visit.

PROGRAM REVIEW REQUEST FORM

(To be completed and returned to the Office of Public Instruction)
The information on this report will be used by OPI to determine the composition of the visiting program review team.

_____
Date

Name of Institution _____

Name and Title of Person Completing this Form _____

_____

Directions: Return the completed form to OPI by January 1, preceding the academic year the visit will occur. Each institution, at the time of request for review, shall make payment to the Office of Public Instruction for the review process based on a flat fee of $500, plus $50 for each program to be reviewed. In programs such as science, social studies and foreign (second) languages each endorsement area will be considered as one program (Appendix B, page ___).

Please indicate the programs in teacher education (showing degree levels at which each program if offered) for which program review is being requested.

	BACHELOR'S	MASTER'S	DOCTORATE	OTHER
1. Agriculture				
2. Art K-12				
3. Business Education				
4. Computer Science				
5. Distributive Ed./Marketing				
6. Drama				
7. Elementary				
8. English				
9. English as a Second Language K-12				
10. Exceptional Children K-12				
11. Other Language K-12				
12. Guidance & Counseling K-12				
13. Health				
14. Family & Consumer Science				
15. Industrial/Technology Education				

	BACHELOR'S	MASTER'S	DOCTORATE	OTHER
16 Journalism				
17. Library K-12				
18. Mathematics				
19. Music K-12				
20. Physical Education & Health K-12				
21. Reading Specialist K-12				
22. Broadfield Science				
23. Biology				
24. Chemistry				
25. Earth Science				
26. Physical Science				
27. Physics				
28. Broadfield Social Studies				
29. Economics				
30. Geography				
31. Government				
32. History				
33. Sociology				
34. Speech Communication				
35. Trade & Industry				
36. Traffic Education				
37. Supervisors				
38. School Principals				
39. School Superintendents				
40. School Psychologists				
41. Permissive Special Competencies: (specify)				
42.				

Teaching Areas: Specific Standards			
STANDARDS	**TO BE COMPLETED BY THE INSTITUTION**	TO BE COMPLETED BY VISITING TEAM **MET**	**NOT MET**
10.58.509 ENGLISH/ LANGUAGE ARTS For the prospective English/language arts teacher the program shall:			
(1) provide a structural framework which demonstrates:	We use numerous professional resources to plan, implement and evaluate our program, including: 1) NCTE Guidelines for the Preparation of Teachers of Language Arts 2) NCTE/IRA Standards for English Language Arts 3) Montana Standards for English Language Arts Teacher Preparation 4) Montana Standards (K-12) for Writing, Reading, Literature, speaking/Listening Viewing.		
(a) explicit goals, procedures and rationales in an identifiable program;	Same as above.		
(b) articulation of program goals, procedures and rationales to faculty, students and administrators;	Same as above.		
(c) program-wide integration of content and methods on-campus and in field experiences; and	Refer to advising form 1999-2000 catalog for English Teaching Option		
(d) modeling by both English and education instructors of effective pedagogy and attitudes and use of classroom methods which reflect and apply knowledge of current research regarding the theory and practice of teaching English/language arts.	Refer to course syllabi for: ENT 440 Teaching Writing and Reading Across the Curriculum ENT 441 Teaching Literature ENT 442 Methods of Teaching English ENLI 465 Structure of English for Language Teachers		
(2) provide understanding of English/language arts content, including:			
(a) language, acquired through knowledge and application of:			
(i) the developmental processes by which individuals acquire, understand and use language;	ENLI 465 Structure of English for Language Teachers ENT 440 Teaching Writing and Reading Across the Curriculum NET 442 Methods of Teaching English		
(ii) the history, structure and purpose, as well as the nonverbal, symbolic systems of language;	ENLI 465 Structure of English for Language Teachers ENT 442 Methods of Teaching English		

Sub-Chapter 2

Organization and Administration of Teacher Education

10.58.201 PURPOSES AND OBJECTIVES (1) The catalogue of an institution offering professional educator preparation shall include:

(a) each certification program offered;

(b) the grade span for which state approval has been granted;

(c) clearly stated objectives;

(d) the level at which programs are offered (basic and advanced); and

(e) the graduate programs offered for those preparing to serve as specific school services personnel.

10.58.202 ORGANIZATION (1) All institutions offering professional educator preparation programs in Montana shall meet these criteria:

(a) The control of the institution shall reside in a board of trustees or an otherwise designated board. The board's functions shall be to ensure that institution philosophies and policies will result in the best possible services to students and faculty and will ensure a sound educational program.

(i) There shall be clear evidence in the board's records that, in the discharge of its functions, it recognizes and fulfills its responsibility to professional educator preparation.

(ii) Terms of office shall be arranged to provide desirable continuity within the board membership.

(b) Under the direction of a president or an otherwise designated chief administrative officer, adequate provision shall be made for competent personnel to perform all administrative functions affecting professional educator preparation.

(i) An organizational chart of the institution shall be available, and evidence shall support the suitability of the organization for professional educator preparation, the competency of the personnel, and the manner in which functions are performed.

(ii) Written policies shall show salary procedures, rank, tenure, group insurance, sabbatical leave, sick leave, retirement allowances, funding of inservice faculty development, and professional service by the faculty on a state, regional, or national basis.

(c) Financial resources must be adequate for an institution to carry on its proposed work. In determining the financial condition of an institution, emphasis must be given to the income available for professional educator preparation purposes and the manner in which that income is expended.

(i) The institution shall operate on a budget prepared in accordance with sound financial and educational practices. It shall issue an annual financial statement that gives a clear and accurate picture of its financial status. The financial statement shall be audited by a qualified outside agency.

(ii) The institution shall provide financial reports that clearly reveal the relative expenditures for instruction,

administration, maintenance, equipment, supplies, library, student activities, capital outlay, and debt service for the professional educator preparation program as compared to other programs of the institution.

(iii) The financial records shall be kept in a form that allows the easy determination of the institution's economic status.

(d) Institutions which offer extended services, such as summer sessions, evening and weekend programs, off-campus extension or correspondence classes, or survey and consultant services, shall have the resources needed to conduct such services. The administrative and operational provisions established to assure the quality of such special services shall be available and shall indicate the extent to which these special services complement and/or relate to the regular program.

(e) Out-of-state institutions shall meet criteria and accreditation standards equivalent to those required of in-state institutions.

10.58.203 STUDENT ADMISSION, RETENTION, AND EXIT POLICIES AND PRACTICES (1) The institution shall provide orderly procedures for obtaining and maintaining information about admission to professional education, and include in this information, data regarding race/ethnicity, for assessing the progress of students through their course of studies, and for evaluating the success of its graduates after they have left the institution; these assessments shall be used in a systematic cycle of program review and revision.

(2) Specific admission standards and procedures governing a student's acceptance into the professional educator preparation program shall be published (including the time and, if possible, alternative times for admission). Specific admission requirements shall be included in the descriptions of experimental or special programs.

(3) Admission to teacher preparation will be through a multiple assessment process to include the successful completion of a test of basic skills with minimum scores set by the board of public education.

(4) Retention in the program will depend upon ongoing assessment of students' progress toward program goals and outcomes. Each institution of higher education will have published specific benchmarks to determine individual student continuation in the program and placement for student teaching.

(5) Exit from the professional educator preparation program will include performance based assessments of institutional goals and outcomes consistent with ARM 10.58.501. The institution shall have well-defined evaluation procedures to assess the quality of its graduates when they have completed their pre-service programs and have applied for a recommendation to become certified. Students shall be apprised of such evaluation procedures and qualifications.

10.58.204 STUDENT PERSONNEL SERVICES (1) The institution shall have a well-organized, ongoing career counseling program with a placement service that effectively assists graduates in finding positions.

(2) The institution shall provide students with written descriptions of its student personnel services and how they can use these services.

(3) The institution shall provide for the appointment of a faculty advisor for each student admitted to teacher education. The faculty advisor shall have a thorough understanding of the preparation program to be followed by each advisee.

(4) The institution shall collect and maintain current data on teacher supply and demand, which shall be used by all faculty assigned to advise students.

(5) The institution shall have a system that maintains permanent cumulative records for each student enrolled. The student records shall be legible and intelligible transcripts that give information such as course titles, and credits or the equivalent (waivers, substitutions, etc.), and degrees. The cumulative record shall also include a description of all professional laboratory experiences.

(6) The institution shall periodically survey its graduates in professional educator preparation in order to gather data on the effectiveness of its student personnel services.

10.58.205 STUDENT PARTICIPATION IN TEACHER EDUCATION PROGRAM DEVELOPMENT AND EVALUATION (IS HEREBY REPEALED)

10.58.206 FACULTY (IS HEREBY REPEALED)

10.58.207 INSTRUCTION (IS HEREBY REPEALED)

10.58.208 FACILITIES AND INSTRUCTIONAL MATERIALS (1) An institution shall have a physical plant designed to serve its defined purpose and objectives for teacher education. The facilities shall also provide for the safety, health, cultural, social and recreational needs of students and faculty.

(2) As the institution's principle materials resource, the library shall be used for instructional research and other services that support the teacher education program, including books and other materials of a multicultural nature. Administrative procedures and equipment shall conform to accepted modern practices, including cataloguing methods, arrangement of print and nonprint materials, availability of student and faculty stations, and accessibility of materials and facilities. The library shall be administered by a professional librarian.

(3) The institution shall provide laboratories and laboratory supplies and equipment needed for instructional purposes for each teacher education program offered. Space and equipment shall be available for conducting and recording experiences such as micro-teaching, role-playing and other simulated activities.

(4) The institution shall make teaching-learning materials and equipment available to students and faculty. It shall give

technical instruction in the use of the equipment, in the production and uses of teaching-learning materials, and in the classification and preservation of such materials.

(5) The institution shall demonstrate its commitment to the improvement of instruction by developing and following a plan for the use of educational media and technology.

(6) The institution shall maintain an instructional materials laboratory or center either as a part of its library or as one or more separate units. It shall be open to students and directed by a faculty member well informed about the various

instructional materials and media used at different grade levels. This laboratory shall include a wide array of books commonly used in elementary and secondary schools; teaching aids such as maps, charts, pictures, filmstrips, films, video and audio recordings, computers and computer software; various patterns, courses of study, and teaching units; and shall include books, teaching aids, materials, and teaching units, of a multicultural nature. There shall be workshop facilities for preparing new curriculum materials, with access to electronic, photographic, and other equipment.

10.58.209 SCHOOL-INSTITUTION RELATIONS (IS HEREBY REPEALED)

10.58.210 CONCEPTUAL FRAMEWORK(S) (1) Each unit shall operate from the basis of a well-defined conceptual framework(s). A conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) distinguishes among the graduates of one institution from those of another.

(a) Faculty members in the unit are expected to collaborate with members of their professional community in developing a conceptual framework(s) that establishes the vision for the unit and its programs. At its discretion, the unit may operate with a single framework for all programs or a different framework for each or some of its programs.

(b) The conceptual framework(s) provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation.

(c) It makes explicit the professional commitments and dispositions that support it, including the commitment to acquire and use knowledge on behalf of P-12 students.

(d) It reflects the unit's commitment to diversity and the preparation of educators who help all students learn.

(e) It reflects the unit's commitment to the integration of technology to enhance candidate and student learning.

(f) The conceptual framework(s) also provides a context for aligning professional and state standards with candidate proficiencies expected by the unit and programs for the preparation of educators.

(2) The conceptual framework(s) provides the following structural elements:

(a) the mission of the institution and unit;

(b) the unit's philosophy, purposes, professional commitments and dispositions;

(c) knowledge bases including theories, research, the wisdom of practice, and education policies;
(d) performance expectations for candidates, aligning them with professional, state, and institutional standards; and
(e) the system by which candidate performance is regularly assessed.

Sub-Chapter 3

Curriculum Principles and Standards: Basic Programs

10.58.301 CURRICULUM PLANNING AND DEVELOPMENT (IS HEREBY REPEALED)

10.58.302 GENERAL EDUCATION (IS HEREBY REPEALED)

10.58.303 PROFESSIONAL EDUCATION (IS HEREBY REPEALED)

10.58.304 CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

(1) Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

10.58.305 ASSESSMENT SYSTEM AND UNIT EVALUATION (1) The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

10.58.306 FIELD EXPERIENCES AND CLINICAL PRACTICES
(1) The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

10.58.307 DIVERSITY (1) The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

10.58.308 FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT (1) Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

10.58.309 UNIT GOVERNANCE AND RESOURCES (1) The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

APPENDIX C.
SUB-CHAPTER 3: PROGRAM PERFORMANCE STANDARDS

The institution's program representatives are prepared to present evidence through documentation of a variety of assessments that at least ninety (90) percent of randomly selected preparing teachers demonstrate performances meeting or exceeding the expectations established below.

10.58.304 CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

Candidates preparing to work in schools as teachers or other professional school personnel know the content of their fields, demonstrate professional and pedagogical knowledge, skills, and dispositions and apply them so that all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Supporting explanation:

1. K-12 Student Content and Performance Standards: The public expects that teachers of their children have sufficient knowledge of content to help all students meet standards for K-12 education. The teaching profession itself believes that student learning is the goal of teaching. This standard reinforces the importance of this goal by requiring that teacher candidates know their content or subject matter, can teach, and can help all students learn. All professional school personnel are expected to carry out their work in ways that are supportive of student learning.

2. Learning Outcomes: Candidates are expected to demonstrate the learning outcomes identified in the unit's conceptual framework, which should be aligned with standards for K-12 students, the standards of national professional organizations, and state licensing standards.

3. Content Knowledge: Teacher candidates are expected to know the content of their disciplines, including their central concepts, tools of inquiry, and structures.

4. Professional Standards: Teacher candidates are expected to meet national and state standards for the subjects that they plan to teach as they have been defined by the profession through standards for students in K-12 schools and standards for the preparation of teachers.

5. Providing Learning Opportunities: Candidates should be able to demonstrate knowledge, skills, and dispositions to provide learning opportunities supporting students' intellectual, social and personal development. Teacher candidates should be able to create instructional opportunities adapted to diverse learners. They should encourage students' development of critical thinking, problem solving, and performance skills. They are able to create a learning environment encouraging positive social interaction, active engagement in learning, and self-motivation. Teacher candidates should foster active inquiry, collaboration, and supportive interaction in the classroom. They can plan instruction based

upon knowledge of subject matter, students, the community, and curriculum goals. They can evaluate and ensure the continuous intellectual, social and physical development of the learner. They are able to reflect on and continually evaluate the effect of choices and actions on others and actively seek out opportunities to grow professionally. They also are able to foster relationships with school colleagues, parents/families, and agencies in the larger community to support students' learning and well being.

6. Professional Knowledge Base: Candidates preparing to work in schools as teachers or other school personnel need a sound professional knowledge base to understand learning and the context of schools and communities. They should understand and to be able to apply knowledge related to the social, historical, and philosophical foundations of education (Cf. The Council of Learned Societies' standards), professional ethics, law, and policy. They should know the ways children and adolescents learn and develop, including their cognitive and affective development and the relationship to learning. They should understand language acquisition, cultural influences on learning, exceptionalities, diverse student populations and communities, and inclusion and equity in classrooms and schools. They should be able to appropriately and effectively integrate technology and information literacy in instruction to support student learning. They should understand the importance of using research in their teaching. They should know the roles and responsibilities of the profession of teaching.

7. Professional Dispositions: Candidates for all professional education roles should develop and demonstrate dispositions that are expected for educators. The unit should articulate candidate dispositions as part of the conceptual framework(s). The unit should systematically address the development of appropriate professional and ethical dispositions in candidates. Dispositions are not usually assessed directly; instead their effects on candidates are often evaluated indirectly along with assessments of other attributes of candidate performance.

8. Student Learning: Candidates for all professional education roles are expected to demonstrate positive effects on student learning. Teachers and teacher candidates should have student learning as the focus of their work. Other professional school personnel should be able to create and maintain positive environments for student learning in educational settings. Student learning can be demonstrated directly by all candidates during clinical practice. Throughout the program, candidates can develop the knowledge bases for analyzing student learning and practice by collecting data and assessing student learning in case studies, field experiences, etc.

10.58.305 PROGRAM ASSESSMENT AND UNIT EVALUATION

The unit has an assessment system that collects data on the qualifications of applicants, performance of candidates and graduates; these performance data and other information are used to evaluate and improve programs.

Supporting explanation:

1. Program Quality: The unit has a professional responsibility to ensure that programs are of the highest quality. Meeting this responsibility requires the systematic gathering and evaluation of information and making use of that information to strengthen the unit and its programs. The unit and its programs will be informed by an assessment system that examines the:

a. alignment of instruction and curriculum with professional, state, and institutional standards,

b. efficacy of courses and programs and,

c. attainment of subject knowledge and growth of professional teaching skills by candidates.

2. Program Dynamics: Preparation of professional school personnel is a dynamic and complex enterprise, and one that requires units to plan and evaluate on a continuing basis. Program review and refinement are needed, over time, to ensure quality. Evaluations must be purposeful, evolving from the unit's conceptual framework and program goals. They must be comprehensive, including measures related to faculty, the curriculum, and instruction, as well as assessments of what candidates know and can do. The measures themselves must be sufficient and appropriate to inform the important aspects of faculty, curriculum, instructional and candidate performance.

3. Program Input: Fairness, practicality and accuracy of the system must be considered, including, among other issues, those arising out of a diverse unit student body. In addition, the unit assessments and evaluations must consider how to provide and use information constructively from various sources—the unit, the field experiences and clinical sites, the general education and subject content preparation courses, and employers. Technology will play an increasingly important role in data gathering and analysis, as well as more broadly in unit planning and evaluation.

4. Assessment: Program assessment systems usually have features such as these:

a. The unit designs and implements candidate assessments with participation of unit and subject content faculty and with school partners in clinical practice arrangements.

b. Professional, state and institutional standards are the reference points for candidate assessments.

c. The unit embeds assessments in the preparation programs, conducts them on a continuing basis for both formative and summative purposes, and provides candidates with ongoing feedback.

d. The unit's assessment system identifies candidates with potential to become successful teachers or assume other school personnel roles at the point of candidate entry (as a freshman, junior, or post baccalaureate) through multiple indicators (e.g., 3.0 GPA, demonstrated mastery of basic skills, general education knowledge, content mastery, and life and work experiences). The unit assessment system is sensitive to language and cultural diversity of candidates.

e. The unit has multiple decision points, e.g., at entry, prior to clinical practice, and prior to program completion.

f. The unit administers multiple assessments in a variety of forms and aligns them with candidate standards. These may come from end-of-course evaluations, written essays, or topical papers, as well as from tasks used for instructional purposes (such as projects, journals, observations by faculty, comments by cooperating teachers, or videotapes) and from activities associated with teaching (such as lesson planning, identifying student readiness for instruction, creating appropriate assessments, reflecting on results of instruction with students, or communications with parents, families and school communities).

g. Assessment information may also be available from external sources such as state licensing exams, evaluations during an induction or mentoring year, or employer reports.

h. The unit has procedures to ensure validity and reliability of the assessments.

i. The unit establishes rubrics or criteria for determining levels of candidate accomplishment and indicating those that are acceptable or not acceptable for candidates completing their programs.

j. The unit uses results from candidate assessments to evaluate and make improvements in the unit, its programs, courses, teaching, and field and clinical experiences.

5. Evaluation: The processes of assessment and evaluation are data driven and require significant allocation of time and resources to accomplish. In the first year that these standards are applied to units, a well-developed assessment plan should be available. In each year thereafter, units will be expected to be in the process of implementing their assessment systems; collecting, compiling, and analyzing performance data; and developing rubrics or criteria for decision-making; and testing performance assessments. State licensure and assessment data should be available to program assessment teams at the time of the on-site visit.

10.58.306 FIELD EXPERIENCES AND CLINICAL PRACTICE

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that candidates develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Supporting explanation:

1. Integral Program Components: Field experiences and clinical practice are integral program components for the preparation of candidates at both the undergraduate and graduate levels. They provide the opportunity for candidates to apply their knowledge, skills, and dispositions in a variety of appropriate settings. Designed and sequenced well, they help candidates develop the competence necessary to begin or continue careers as teachers or other school professionals. Student teaching or an internship is often the culminating experience for teacher candidates.

2. Characteristics: Field experiences and clinical practice are characterized by collaboration, accountability, and an environment and practices associated with professional learning. Field experiences represent a variety of early and on-going school based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct applied research. Clinical practice includes student teaching and internships that provide candidates with experiences that are sufficiently extensive and intensive. They allow for full immersion in the learning community so candidates are able to demonstrate competence in the professional roles for which they are preparing.

3. Partnerships: The unit and school partners collaboratively design and implement field experiences and clinical practice, including the assessment of candidate performance. School and university faculty share the responsibility for candidate learning. The partners share and integrate resources and expertise to create roles and structures that support/create opportunities for candidates to learn. The partners select and prepare clinical faculty to mentor and supervise teacher candidates.

4. Accountability: Accountability for clinical practice includes:

a. the application of both entry and exit requirements for candidates;

b. candidates' demonstration of content and core knowledge;

c. candidates' demonstration of competency in earlier field experiences;

d. candidates' application of the skills, knowledge, and dispositions as defined by the unit, including the capacity to have a positive effect on P-12 student learning;

e. candidates' demonstration of skills for working with colleagues, parents/families and communities; and

f. use of multiple assessment approaches to evaluate candidates.

5. Experience Settings: Candidates are expected to study and practice in a variety of settings that include diverse populations, students with exceptionalities and students of different ages. They are placed in clinical settings at grade levels and in the subjects or school roles (e.g., counselor) for which they are seeking a license. Candidate learning is integrated into the clinical setting. Scheduling, use of time, and resources allow candidates to participate as both teachers and professional educators and as learners in the school setting. The unit provides opportunities for candidates to develop classroom and school based skills and knowledge.

10.58.307 DIVERSITY

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse and exceptional students in P-12 schools.

Supporting explanation:

1. America's Diversity: America's classrooms are becoming increasingly diverse; over one-third of the students in P-12 classrooms are from minority groups. An increasing number of students are classified as having a disability. At the same time, minority teachers are less than 15 percent of the teaching force. As a result, most students do not have the opportunity to benefit from a diverse teaching force. Teacher candidates need to develop competencies for working with students from diverse backgrounds and with exceptionalities to ensure that all students have the opportunity to learn. Regardless of whether they live in areas with great diversity, candidates must develop knowledge about the diversity in Montana, the United States and the world, dispositions that respect and value differences, and skills for working in diverse settings.

2. Montana's Diversity: Montana's diversity is illustrated by classrooms becoming increasingly diverse. Of Montana's Fall 1999 classrooms, over 13.6% are from minority groups. The major population of minority students are American Indian, making up 10.4% of the total state-wide public school population. At the same time, less than 2% of Montana's teaching force is American Indian. Without insights into teaching American Indian students, comprehension of the distinctions in learning styles, emotional and intellectual response to method and materials, and a shared knowledge of the Indian culture, connections between a teacher and minority students will continue to be difficult, if not non-existent. Retention of American Indian students in our schools and recruitment of Indian students into the education profession hinges on positive connections being made.

Article X of the Montana Constitution, reaffirmed in HB 528 (1999), and in policy adopted by the Montana Board of Education on March 22, 2000, each provide compelling urgency to action. The Board of Education "enjoins the Board of Regents, Board of Public Education, and Office of Public Instruction to be actively committed in its educational goals to create understanding about American Indian people and their histories, respect for their respective cultures and world views, and an appreciation for one another." To this end, teacher education units will ensure that coursework and experiences will be included in their programs "that serve to educate all prospective teachers in teaching American Indian students and enhance their awareness of American Indian culture, language, history and contemporary issues, including tribal sovereignty." (Board of Education, Report and Recommendations, HB 528/Montana History Committee, 3-22-00)

3. Student Learning: One of the goals of this standard is the development of educators who can help all students learn and who can teach from a multicultural and global perspective. Therefore, the unit provides opportunities for candidates to understand the role of diversity and equity in the teaching and learning process. Coursework, field experiences, and clinical practice are designed to help candidates understand the influence of culture on education and be able to develop meaningful learning experiences for all students. Candidates learn about exceptionalities and inclusion as well as gender differences and their impact on learning. Competencies, including dispositions, related to

diversity are drawn from the standards of the profession, state, and institution; they are clear to candidates and are assessed as part of the unit's performance assessment system.

4. Diverse Field and Clinical Experiences: Field experiences and/or clinical practice support the development of educators who can apply their knowledge on exceptionalities and diversity to work in schools with all students. They provide opportunities for candidates to reflect on their observations and practices in schools and communities. Supervisors of field experiences and clinical practices develop learning experiences for candidates to help them process diversity concepts and provide feedback to candidates about their performance.

5. Candidate and Faculty Recruitment and Retention: A cohort of candidates and faculty from diverse groups inform the unit's curriculum, pedagogy and format in culturally meaningful ways. Diversity in education programs assists candidates in addressing teaching and learning from multiple perspectives and different life experiences. It provides for different voices in the professional development and work of the education profession. It allows a greater range of background and experiences among faculty and candidates to enhance the understanding and interaction with colleagues from a different background than one's own. In this regard, the unit recruits, admits/hires, and retains candidates and faculty from diverse backgrounds. A plan, which is monitored and revised regularly, may provide guidance in ensuring and maintaining diverse representation.

6. Diverse Population Interaction: Ideally candidates have the opportunity to interact with adults, children, and youth from their own and other backgrounds throughout their college career, and particularly in their professional preparation programs. Candidates, higher education faculty, school faculty, and P-12 students with whom candidates work are male and female and have different ethnic, racial, language, religious, and socioeconomic backgrounds and histories and come from different regions of the country and world. Candidates also have opportunities to work with adults and students with exceptionalities.

10.58.308 FACULTY PERFORMANCE AND DEVELOPMENT

The unit's faculty model best professional practices in scholarship, service, and teaching, including self-assessment of their own effectiveness and effect on candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Supporting explanation:

1. Faculty Quality: The faculty in higher education and partner schools are critical in the development of quality professional educators to staff the nation's schools. They can introduce candidates to research and good practice that counter myths and misperceptions about teaching and learning. Through modeling of good teaching, they help candidates develop multiple teaching strategies to help all students learn.

2. Intellectual Vitality: The intellectual vitality exhibited by faculty who are engaged in their work and student learning is important in setting the stage for continuous professional development by the candidates under their tutelage.

3. Professional Activity: The professional education faculty who meet this standard make candidate and P-12 student learning central in their professional work. They are actively engaged as a community of learners and model good teaching. They inquire systematically into and reflect upon their own practice and are committed to lifelong professional development. Faculty provide leadership in developing, implementing, and evaluating preparation programs that embrace diversity and that are rigorous, relevant, and grounded in theory, research, and best practice. They collaborate with members of the university and professional community to improve teaching, learning, and teacher education. They serve as advocates for high quality education for all students, public understanding of educational issues, and excellence and diversity in the education professions. They also contribute to improving the teacher education profession. Faculty are actively involved in professional associations as shown through their provision of education related service and leadership at the local, state, and national levels.

4. Faculty Scholarship: Professional education faculty inquire into and contribute to one or more areas of scholarly work related to teaching, learning, and/or teacher education. They exhibit intellectual vitality in their teaching and service as well as their scholarship. Further, scholarship is broadly defined and extends beyond traditional research and publications. Scholarly inquiry may include application of knowledge, interpretation/integration of current research findings in new settings, and/or rigorous and systematic study of pedagogy. All scholarly inquiry includes submission of one's work for professional review and evaluation.

5. Professional Development and Research: One of the roles of faculty is to be aware of new and developing research in their fields and emerging theories and practice. They should be engaged in developing a deepening understanding of research and practice that informs their work. One of the developing areas is performance assessment, which is expected in Standard 301 and most professional standards. Professional education faculty should model the use of performance assessments in their own work. They should be assessing the effects of their teaching on the learning of candidates and using their findings to strengthen their own practice. They also should be expanding their knowledge of and skills related to diversity and exceptionalities and integrating these concepts in their teaching. They should continue to develop their skills in using technology to facilitate their own professional work and to help candidates learn. Faculty should be participating in professional development activities through their own initiative and/or in those conducted, sponsored or arranged by the unit to enhance teaching competence and intellectual vitality.

6. Faculty Evaluations: The unit's responsibility for faculty performance should include systematic and comprehensive evaluations conducted by both candidates and peers. Evaluations should be designed to collect data about the quality of faculty teaching,

scholarly contributions, and service. They should be used to improve faculty performance through the provision and support of professional development activities.

10.58.309 UNIT GOVERNANCE AND RESOURCES

The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Supporting explanation:

1. Unit Leadership: The unit performs the key leadership role in governance and management of resources for the preparation of professional educators. The unit is responsible for the quality of all school personnel prepared at the institution regardless of where the program is administratively located within the institution. Thus, units are expected to manage directly or coordinate all programs offered at the institution for initial and continuing preparation of teachers and other professional school personnel. In this regard, they work with colleagues in arts and sciences and other units across campus.

2. Systematic Assessment: Units may have a variety of forms of structural and governance arrangements, but they must have designed, established and maintained a system for planning, delivering, and evaluating programs that includes school practitioners and faculty and administrators in other units of the institution. A key element of that system is the gathering and use of candidate performance data to ensure that candidates meet standards.

3. Professional Environment: The unit and its faculty have created a work climate that promotes intellectual vitality, best teaching practice, and scholarship. Policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service. Faculty are actively engaged in schools and with teachers and school support personnel to design, evaluate, and deliver preparation programs. Assignments provide time to collaborate with school and other college/university faculty.

4. Personnel and Resources: The unit requires sufficient personnel and resources to ensure that candidates meet professional, state, and institutional standards. Programs for the initial and continuing preparation of educators require work on campus, in school settings, and sometimes in community agencies, ending with a culminating experience of student teaching or an internship. Clinical work in education, like other professional fields, requires adequate resources. It involves school, as well as college/university, faculty in teaching, providing feedback, and coaching to ensure that candidates are able to demonstrate the knowledge, skills, and dispositions expected in professional, state, and institutional standards. Sufficient resources are necessary to offer all of the programs at the institution that prepare educators and to work with schools to deliver high quality field experiences and clinical practice.

Sub-Chapter 4

Teaching Areas: General Standards

10.58.401 FIELDS OF SPECIALIZATION (IS HEREBY REPEALED)

10.58.402 DEVELOPMENT OF TEACHER EDUCATION PROGRAM (IS HEREBY REPEALED)

10.58.403 STATEMENT OF PURPOSE AND OBJECTIVES (IS HEREBY REPEALED)

10.58.404 STATEMENT OF COMPETENCIES (IS HEREBY REPEALED)

10.58.405 PROGRAM OF STUDY (IS HEREBY REPEALED)

10.58.406 PROGRAM EVALUATION (IS HEREBY REPEALED)

10.58.407 PROGRAM SUPPORT (IS HEREBY REPEALED)

10.58.408 STAFF (IS HEREBY REPEALED)

10.58.409 GENERAL EDUCATION (1) General education refers to those studies that familiarize the learner with the main disciplines of formalized learning and the contribution of traditional cultures.

(a) The general education program shall reflect an understanding of gender equity and multiculturalism of a local, national and global perspective.

(b) This program shall be a well planned sequence of courses including both theoretical and practical knowledge and including studies in communications, mathematics, the sciences, the social sciences, humanities and the arts.

(c) Evidence shall be provided of an understanding of the role of general education in the professional work of teachers and shall demonstrate the integration of general education throughout the professional educator preparation program.

10.58.410 PROFESSIONAL EDUCATION (1) Professional education refers to those studies which include the foundations of education and the methods and materials of teaching, with supervised laboratory experiences designed to provide competencies required in the education professions.

(a) In addition to the competencies and knowledge prescribed by national content area standards, general education standards, and professional standards as defined by the profession, candidates should take coursework that equips them with knowledge and skills in the following:

(i) the health and safety of children and adolescents;

(ii) the process of human growth, development, and learning, and the ability to apply this knowledge to the teaching of all students;

(iii) the foundations underlying the development and organization of education in the United States;

(iv) the organization of public education, including its purposes, administrative organization, financial aspects, board functions and operations;

(v) the legal aspects of teaching in Montana schools including identifying and reporting child abuse; professional ethics, conduct, rights and responsibilities; and the structure and financial basis of the Montana school system;

(vi) the legal, practical and philosophical basis of education equity and opportunity in Montana schools;

(vii) the variety of effective methods of discipline and classroom management including the ability to structure

environments to promote appropriate social and learning interactions;

(viii) the ability to work effectively with parents in planning and conducting the education and socialization of children;

(ix) the ability and willingness to analyze teaching so that teaching skills continually improve;

(x) the ability to understand and respect the broad range of human potential and cultural expression, and to incorporate that knowledge in a sensitive and humane manner to promote understanding and concord among people of differing economic, social, cultural, racial, ethnic, gender, and religious backgrounds; and

(xi) the ability to orchestrate learning communities that are characterized by an ethic of collaboration, respectfulness, and mutual interest in personal development and learning.

APPENDIX D.
SUB-CHAPTER 5: STANDARD 501 - GENERAL STANDARDS
Performance Standards for All Teacher Candidates

The institution's program representatives are prepared to present evidence through documentation of a variety of assessments that at least ninety (90) percent of randomly selected preparing teachers demonstrate performances meeting or exceeding the expectations established below.

10.58.501 GENERAL STANDARDS (1) In the belief that all children deserve the opportunity to master rigorous content and achieve high standards, all programs for the preparation of candidates for specific endorsement areas shall assure the following:

(a) The preparing teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Performances: The preparing teacher...

(i) effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.

(ii) can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts.

(iii) can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

(iv) engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

(v) develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

(vi) can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

(b) The preparing teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Performances: The preparing teacher...

(i) assesses individual group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, moral, and physical) and that leads to the next level of development.

(ii) stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

(iii) accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

(c) The preparing teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Performances: The preparing teacher...

(i) identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

(ii) uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.

(iii) makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.

(iv) can identify when and how to access appropriate services or resources to meet exceptional learning needs.

(v) seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).

(vi) brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.

(vii) creates a learning community in which individual differences are respected.

(d) The preparing teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Performances: The preparing teacher...

(i) carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).

(ii) uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.

(iii) constantly monitors and adjusts strategies in response to learner feedback.

(iv) varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of students.

(v) develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

(e) The preparing teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Performances: The preparing teacher...

(i) creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.

(ii) engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.

(iii) organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.

(iv) maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.

(v) helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

(vi) analyses the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

(vii) organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

(f) The preparing teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Performances: The preparing teacher...

(i) models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic clues, being sensitive to nonverbal cues given and received).

(ii) supports and expands learner expression in speaking, writing, and other media.

(iii) knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding , helping students articulate their ideas and thinking through processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.

(iv) communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

(v) knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

(g) The preparing teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Performances: The preparing teacher...

(i) as an individual and member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and base upon principles of

effective instruction (e.g. that activate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).

(ii) plans for learning opportunities that recognize and address variation in learning styles and performance models.

(iii) creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

(iv) creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.

(v) responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

(h) The preparing teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social, and physical development of the learner.

Performances: The preparing teacher...

(i) appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

(ii) solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

(iii) uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

(iv) evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

(v) monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

(vi) maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

(i) The preparing teacher emulates the reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, families, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally.

Performances: The preparing teacher...

(i) uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

(ii) seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.

(iii) draws on professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

(j) The preparing teacher fosters relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being.

Performances: The preparing teacher...

(i) participates in collegial activities designed to make the entire school a productive learning environment.

(ii) makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.

(iii) can identify and use community resources to foster student learning.

(iv) establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.

(v) talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

(vi) acts as an advocate for students.

(k) The preparing teacher understands the importance of contextual and experiential learning to the success of students and is capable of demonstrating connections between academic learning and the skills required in the present and future workforce.

Performances: The preparing teacher...

(i) as an individual and member of an instructional team, selects and creates learning experiences that combine the academic elements of the curriculum with the reality of existing and emerging workforce expectations.

(ii) uses knowledge of the workplace and career opportunities in the field of specialization to create opportunities for children and youth to gain an understanding of options to explore as they move through their school experiences.

Sub-Chapter 5

Teaching Areas: Specific Standards

10.58.501 GENERAL REQUIREMENTS (1) In the belief that all children deserve the opportunity to learn rigorous content and achieve high standards, all programs for the preparation of candidates for specific endorsement areas shall assure the preparing teacher:

(a) understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students;

(b) understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development;

(c) understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners;

(d) understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills;

(e) uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation;

(f) uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom;

(g) plans instruction based on knowledge of subject matter, students, the community, and curriculum goals;

(h) understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social, and physical development of the learner;

(i) emulates the reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, families, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally;

(j) fosters relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being; and

(k) understands the importance of contextual and experiential learning to the success of students and is capable of demonstrating connections between academic learning and the skills required in the present and future workforce.

10.58.502 AGRICULTURAL EDUCATION (1) Candidates for agricultural education teacher certification shall have one year (2000 hours) of practical farm or agricultural-related experience within five years prior to completion of the program.

(2) All candidates for agricultural education teacher certification shall demonstrate competence in the following areas. The candidate for agricultural education teacher:

(a) demonstrates essential skills and knowledge including the scientific/technical, safety and career information in the following areas:

(i) agricultural, natural and environmental resource science;
(ii) agricultural business management and entrepreneurship;
(iii) horticultural science;
(iv) animal science;
(v) crop science;
(vi) soil science;
(vii) food science;
(viii) agriculture mechanical technology;
(ix) biotechnology; and
(x) computer applications in agriculture;

(b) demonstrates a philosophy of vocational education, which reflects the unique student/community and industry interaction and includes the biological, physical, and applied sciences, personal leadership, and school-to-career components which comprise a comprehensive agricultural education program;

(c) develops a comprehensive instructional program based on identified agriculture industry demographic and technological advances, while recognizing the social, economic, and demographic diversity of the community in conjunction with a partnership of students, community, business, industry, families and an appointed advisory committee;

(d) develops as an integral part of the agricultural education program and the agriculture education student organization, future farmers of America (FFA), personal and leadership competencies such as citizenship, personal development, goal setting, parliamentary procedure, and teamwork;

(e) demonstrates the necessary skills and abilities to implement and manage student supervised agricultural experience programs including:
(i) accounting practices;
(ii) career experiences;
(iii) entrepreneurial activities;
(iv) student portfolio development;
(v) on-site instruction; and
(vi) job-related skills;

(f) demonstrates the necessary skills and abilities to develop, utilize and manage dedicated educational facilities with current equipment, resources, library, media, electronic technology, and maintain a safe environment during classroom, laboratory, leadership, and supervised agricultural experiences (facilities are related to instructional areas mentioned in (1) above);

(g) is able to develop and demonstrate the scientific process as part of critical thinking and problem-solving effort in the preparation of research experiences in the classroom, laboratory, greenhouse, leadership, and supervised agricultural experiences; and

(h) meets the diverse needs of students by applying and integrating the state's learning goals, agricultural workplace competencies and essential academic learning requirements in program implementation and assessment.

(3) A listing of essential indicators for each sub-standard and specified methods of performance assessment will be developed and available for self-monitoring and program review, and as student information on program expectations.

This process may result in individual candidate portfolios which demonstrate the level of individual success and, cumulatively, to demonstrate the success of the preparation program.

10.58.503 ART K-12 (1) For the prospective teacher the program shall:

(a) develop competence and a working vocabulary in the following:

(i) art production through developing the ability to present imaginative and original ideas and feelings by creating images in a concentration of one or more of the visual art forms;

(ii) art history and heritage through developing the ability to understand and appreciate works of art from different cultures, places, and times;

(iii) art criticism through developing the ability to analyze and evaluate the structure and significance of works of art and to make reasoned interpretations and judgments about their meaning; and

(iv) aesthetics through developing the ability to perceive and understand through subjective explorations of the nature and experience of art, which allows one to formulate informed opinions and to articulate them using appropriate vocabulary;

(b) develop in the studio setting the ability to produce original and expressive art forms in two- and three-dimensional media, which may include but not be limited to ceramics, drawing, fibers, graphics communication, jewelry, metalwork, multimedia, painting, photography, printmaking, sculpture, and—woodworking;

(c) develop the understanding and skills needed to make use of new and emerging technologies in relationship to the study and production of art;

(d) comprehend and recognize copyright and patent laws in relation to original art works and reproductions;

(e) provide the understanding of and the ability to develop sequential visual arts curricula with a mission and scope that assures student development and competence in a variety of media;

(f) acquire an understanding of:

(i) the health and safety aspects of studio work, including materials, tools, equipment, classroom design, and procedures; and

(ii) budgeting and purchasing;

(g) acquire an understanding of and ability to develop and use appropriate strategies for assessing student progress and accomplishments in the visual arts, such as portfolio review, interviews, group and individual performance tasks, and research and writing about aesthetics, criticism, art heritage and art production;

(h) understand and connect art with other disciplines; and

(i) develop the ability to advise and encourage students about higher education and career opportunities related to the study and production of art and art related fields.

10.58.504 BUSINESS EDUCATION (IS HEREBY REPEALED)

10.58.505 BUSINESS AND INFORMATION TECHNOLOGY EDUCATION

(1) The business and information technology education program shall provide the prospective teacher with the ability to:

(a) understand and use a variety of collaborative efforts to enhance the curricula including, but not limited to advisory committees, business partnerships, tech prep, school to work, applied academics, career planning, cooperative education, and curriculum integration;

(b) organize and advise a vocational student organization such as DECA, an association of marketing students, or business professionals of America (BPA);

(c) promote and model the lifelong business learner by involvement in a variety of professional activities;

(d) communicate to all publics and understand the use of follow-up studies of graduates for the purpose of curriculum development and enhancement;

(e) facilitate the learning of constantly-changing subject matter in a dynamic learning environment with diverse students;

(f) assess student progress to alter and enhance the learning environment to optimize student success;

(g) understand and apply the philosophy and objectives of career and technical education;

(h) demonstrate effective classroom management techniques and modify the curriculum to meet a variety of student needs;

(i) present and apply the principles and procedures of operating systems management, network management, system maintenance and troubleshooting;

(j) identify the methods for selection and application of the tools of technology as they relate to personal and business decision making;

(k) demonstrate and apply the use of current and emerging technologies used by business, industry, and education;

(l) understand, use, and present the basic concepts of effective oral and written communications including development of effective listening skills and selection of proper media of business communications;

(m) understand and present ethical and social responsibilities related to business and the legal framework for personal, business, and social interactions;

(n) identify and present the skills needed to successfully obtain and maintain employment;

(o) identify careers and opportunities in business and related occupational fields, and assess the interests, aptitudes, personal qualities, and other information necessary for students to make informed career choices;

(p) complete a related occupational experience or internship in education;

(q) understand and present effective techniques for managing employee work stations, personnel relations, and the budgeting of time and resources;

(r) identify and apply marketing and merchandising concepts, and management fundamentals;

(s) develop the ability to organize, manage and synthesize information to make wise business decisions;

(t) understand and present effective techniques, for business problem solving;

(u) identify and apply interpersonal, teamwork, and leadership skills necessary to successfully function in multicultural business and social settings;

(v) facilitate research activities in domestic and international business;

(w) present and apply the principles of the United States economic system and its role in the global economy;

(x) understand and present the basics of a free enterprise system, as well as other economic systems;

(y) understand and apply analytical tools needed to make informed personal and societal decisions regarding short-term and long-term economic issues;

(z) present and apply the basic concepts of personal consumer economic skills, social and government responsibility, and business practices;

(aa) understand and present the role of entrepreneurship in our economy and the process of starting and maintaining a business;

(ab) understand and present accounting procedures to make decisions about planning, organizing, and allocating resources;

(ac) apply the appropriate mathematical functions to solve a variety of business problems; and

(ad) present the different functional areas of business as interrelated parts rather than distinct and separate entities.

10.58.506 MARKETING EDUCATION (IS HEREBY REPEALED)

10.58.507 DRAMA (1) For the prospective drama teacher the program shall provide a structural framework which demonstrates:

(a) explicit goals, procedures and rationales in an identifiable program for prospective drama teachers;

(b) articulation of program goals, procedures and rationales to faculty, students, and administrators;

(c) the effort to integrate on-campus content and methods and field experiences throughout the program; and

(d) the modeling of pedagogy and attitudes which reflect current research on the theory and practice of teaching drama.

(2) The program shall provide an academic strand which includes:

(a) knowledge of theater as a social and aesthetic experience and a reflection of culture, including a broad view of the history of theater and acquaintance with representative plays of past and present;

(b) knowledge of the relationship between the actor, the literature, and the audience, including the actor's ability to assess personal growth; and

(c) an understanding of the educational function of theater in the school setting, helping students develop life skills and better understand themselves, others and the world.

(3) Teacher candidates will be provided experience with performance, in order to develop:

(a) the ability to direct a theatrical production with artistic integrity, including selection, analysis, casting, rehearsal, performance, and supervision;

(b) the ability to manage the technical requirements of a theatrical production by effectively planning and executing scenery, lights, make-up, sound, properties, costumes, and special effects;

(c) the ability to use production or activity evaluations for projecting future goals and objectives; and

(d) the ability to manage, promote and publicize an activity or production.

(4) Preparing teachers develop the ability to interact with the community, in order to:

(a) serve as a school's resource person in the development of facilities, preparation of classroom projects, assembly programs, or any activity in which elements of theater are central;

(b) assist planning comprehensive theater and/or other fine arts curriculum;

(c) promote an appreciation of theater instruction and performances; and,

(e) build a commitment to professional growth.

APPENDIX E.
10.58.508: ELEMENTARY EDUCATION
Indicators of Quality

The institution's program representatives are prepared to present evidence through documentation of a variety of assessments that at least ninety (90) percent of randomly selected preparing teachers demonstrate performances meeting or exceeding the expectations established below.

10.58.508 ELEMENTARY (1) Candidates for elementary teacher certification shall demonstrate the following knowledge and skills:

(a) DEVELOPMENT, LEARNING AND MOTIVATION--Candidates know, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Indicators of quality:

1. Candidates for elementary teaching base their teaching and related professional responsibilities on a thorough understanding of the developmental periods of childhood and early adolescence.

2. In curriculum planning, instruction, and assessment of student learning, they consider, accommodate, and integrate the physical, social, emotional, cognitive, and linguistic development characteristics of children and young adolescents.

3. Candidates draw upon an in-depth knowledge of child and young adolescent development to understand students' abilities, interests, individual aspirations, and values, and they adapt curriculum and teaching to support student learning and development. They recognize when an individual student's development differs from typical developmental patterns and collaborate with specialists to plan and implement patterns and collaborate with specialists to plan and implement appropriate learning experiences that address individual needs.

4. Candidates understand that differences among cultures and social groups are important and affect learning. Candidates know that all children can learn when developmental factors are recognized, respected, and accommodated, and they demonstrate that knowledge in their practice. They consider diversity an asset and respond positively to it.

(b) CURRICULUM--Candidates know, understand, and use the central concepts as outlined in Montana's student content and performance standards, tools of inquiry, and structures of content for students across grades K-8 and can engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels:

(i) Candidates demonstrate a high level of competence in the use of English language arts and they know, understand, and use concepts from reading, language, literature and child development to teach reading, writing, speaking, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas;

Indicators of quality:

1. Candidates are adept at teaching the fundamentals of the English language arts. They model the effective use of the English language. They understand how children develop effective oral and written linguistic competencies. They use this knowledge and understanding of language, language development, and the language arts to design instructional programs and strategies that build on students' experiences and existing language skills.

2. Candidates provide both instruction in and opportunities for students to develop effective writing and speaking skills so that they can communicate their knowledge, ideas, understandings, insights, feelings, and experiences to other students and to parents, teachers, and other adults.

3. They teach students to read competently and encourage students' enjoyment of reading through multiple instructional strategies, traditional and emerging technologies, and a variety of language activities. Candidates teach children to read with a balanced instructional program. This program includes, but is not limited to text cues (phonics, word structure, syntax and semantics), reader prior knowledge and purpose. In addition, candidates teach students a variety of strategies to monitor their own reading comprehension. They are also familiar with, able to use, and recommend reading materials in multiple literary categories.

4. Candidates help students think critically about what they read. They provide their students with a variety of writing and speaking experiences. Candidates help students develop their capacities to listen and respond to oral language and discuss oral text. Candidates use formative and summative assessment to determine the level of students' language competence and to help students be more skilled and effective users of language.

(ii) Candidates know, understand, and use the fundamental concepts in the subject matter of science-including physical, life, and earth and space sciences--as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy;

Indicators of quality:

1. Candidates have a broad base in science content, and they teach students the nature of science and the content and fundamentals of physical, life, earth and space sciences, and

their interrelationships. They demonstrate their ability to teach the major concepts and principles that unify all scientific effort and that are used in each of the science disciplines:

a. systems, order, and organization;
b. evidence, models, and explanation;
c. change, constancy, and measurement;
d. evolution and equilibrium; and
c. form and function.

2. Candidates engage students in the science inquiry process that involves asking a simple question, completing an investigation, answering the question, and presenting the results to others. They introduce students to understandings about science and technology and to distinctions between natural objects and objects made by humans by creating experiences in making models of useful things, and by developing students' abilities to identify and communicate a problem, and to design, implement, and evaluate a solution. Candidates know what scientific preconceptions and misconceptions to look for in student's work as a basis to improve understanding and construct appropriate learning experiences and assessments.

(iii) Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra, in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data;

Indicators of quality:

1. Candidates are able to teach students to explore, conjecture, and reason logically; to solve non-routine problems; to communicate about and through mathematics by speaking and writing using everyday and mathematical language, including symbols; and to connect ideas within mathematics and between mathematics and other intellectual activity.

2. They help students understand and use measurement systems (including time, money, temperature, two and three dimensional objects using non-standard and standard customary and metric units); explore pre-numeration concepts, whole numbers, fractions, decimals, percents and their relationships; apply the four basic operations (addition, subtraction, multiplication, and division) with symbols and variables to solve problems and to model, explain, and develop computational algorithms; and use geometric concepts and relationships to describe and model mathematical ideas and real-world constructs, as well as collect, organize, represent, analyze, and interpret data by use of tables, graphs, and charts.

3. They also help students to identify and apply number sequences and proportional reasoning, predict outcomes and conduct experiments to test predictions in real-world situations; make estimations and check the reasonableness of results; select and use appropriate problem-solving strategies and tools (mental arithmetic, pencil-and-paper

computation, a variety of manipulatives and visual materials, calculators, computers, electronic information resources, and a variety of other appropriate technologies), to support the learning of mathematics. Candidates know what mathematical preconceptions, misconceptions, and error patterns to look for in student work as a basis to improve understanding and construct appropriate learning experiences and assessments.

(iv) Candidates know, understand, and use the major concepts and modes of inquiry from the social studies--the integrated study of history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology, and sociology), and other related areas (such as humanities, law, philosophy, religion, mathematics, science, and technology)--to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

Indicators of quality:

1. Candidates are able to use knowledge, skills, and dispositions from social studies to organize and provide integrated instruction for the study of major themes, concepts and modes of inquiry drawn from academic fields that address:

- **a. culture;**
- **b. time, continuity, and change;**
- **c. people, places, and environment;**
- **d. individual development and identity;**
- **e. individuals, groups, and institutions;**
- **f. power, governance, and authority;**
- **g. production, distribution, and consumption;**
- **h. science, technology, and society;**
- **i. global connections; and**
- **j. civic ideals and practices.**

2. Candidates use their knowledge of social studies to help students learn about academic fields of knowledge, as well as major themes that integrate knowledge across academic fields. They develop experiences to help students learn about the historical development of democratic values; the past, present, and future; spatial relations; the development of nations, institutions, economic systems, culture, and cultural diversity; the influences of belief systems; and the humanities.

3. Candidates are able to help students read, write, discuss and research to build background knowledge; examine a variety of sources (e.g., primary and secondary sources, maps, and statistical date); acquire and manipulate data; analyze points of view; formulate well-supported arguments, policies, and positions; and construct new knowledge and apply knowledge in new settings.

4. Candidates use students' prior knowledge, interests, and formative and summative assessments as a basis for developing and implementing instruction.

5. Candidates help students develop knowledge and skills necessary to understand Montana's rich past and geographic and cultural diversity, including the distinct cultural heritage and contemporary perspectives of American Indians.

(v) Candidates know, understand, and use--as appropriate to their own understanding and skills--the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among students;

Indicators of quality:

1. Candidates understand distinctions and connections between arts study and arts experiences. They encourage the kind of study and active participation that leads to competence and appreciation. Consistent with their own knowledge and skills in the arts disciplines, they work alone or collaboratively, enabling students:

a. to communicate at a basic level in the four arts disciplines--dance, music, theater, and the visual arts--including knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and thinking processes of each arts discipline;

b. to develop and present basic analyses of works of art from structural, historical, and cultural perspective;

c. to have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods;

d. to relate basic types of arts knowledge and skills within and across the arts disciplines; and

e. to make connections with other disciplines.

2. Candidates understand that student competence at a basic level serves as the foundation for advanced work. They understand that there are many routes to competence, that students may work in different arts at different times, that their study may take a variety of approaches, and that their abilities may develop at different rates.

(vi) Candidates know, understand, and use the comprehensive nature of students' physical, mental, and social well-being to create opportunities for student development and practice of skills that contribute to health enhancement;

Indicators of quality:

1. Candidates understand the foundations of good health, including the structures and function of the body and its systems and the importance of physical fitness and sound nutrition. They help students understand the benefits of a healthy lifestyle for themselves and others as well as the dangers of diseases and activities that may contribute to disease.

2. Candidates are alert to major health issues concerning children and the social forces that affect them, and of the need to impart information on these issues sensitively. They address issues in ways that help students recognize potentially dangerous situation, clarify misconceptions, and find reliable sources of information.

3. Candidates help students develop knowledge and skills necessary to achieve and maintain a health-enhancing level of physical fitness. They are able to structure movement experiences that foster opportunities for enjoyment, challenge, self-expression, and social interaction, and that elicit responsible personal and social behavior and respect for individual differences.

(vii) Candidates know, understand, and use interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage students' ideas, interests, concerns and experiences.

Indicators of quality:

1. Candidates make cross-disciplinary connections and draw on their knowledge of developmental stages to motivate students, build understanding, and encourage the application of knowledge, skills, and ideas to lives of students across fields of knowledge and in real-world situations. Among other things, these connections should make use of the relationships that exist between technology and the subject disciplines.

2. Candidates help students learn the power of multiple perspectives to understand complex issues and to demonstrate qualities such as:

(a) a desire to know,
(b) constructive questioning,
(c) use of information and systematic data,
(d) acceptance of ambiguity where it exists,
(e) willingness to modify explanations,
(f) a cooperative manner in responding to questions and solving problems,
(g) respect for reason, imagination and creativity, and
(h) honesty.

(c) INSTRUCTION--Candidates plan and implement instruction based on knowledge of individual students, learning theory, subject matter, curricular goals, and community:

Indicators of quality:

1. Candidates understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals. They are able to help students appreciate and be engaged in the subject matter.

2. Candidates select and create learning experiences that are appropriate for curriculum goals, relevant to learners, meaningful to students in their context, and based upon principles of effective teaching (e.g., that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired). They use a variety of resources, including technology, and collaborate with specialist to promote in-depth learning in all areas of the curriculum for all students.

(i) Candidates understand how students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse learners;

Indicators of quality:

1. Candidates understand and make accommodations for differences in approaches to learning and performance, including different learning styles, multiple intelligences, and ways students demonstrate learning. They support student learning knowing that it is predicated upon language, culture, family, community values, individual experiences, talents, disabilities, and prior learning.

2. Candidates know how to seek assistance and guidance from specialists and other resources to address students' exceptional learning needs and understand the importance of collaboration with specialists and families. They identify and design instruction appropriate to students' levels of development, learning styles, strengths, and needs, using teaching approaches that are sensitive to the multiple experiences of learners.

3. Candidates plan instructional tasks and activities appropriate to the needs of students who are culturally diverse and those with exceptional learning needs. They are able to apply knowledge of the richness of contributions from diverse cultures to each content area studied.

(ii) Candidates understand and use a variety of teaching routines and strategies that encourage students' development of critical thinking, problem solving, and performance skills;

Indicators of quality:

1. Candidates understand cognitive processes associated with various kinds of learning and how these processes can be stimulated. They also understand principles and techniques, advantages and limitations, associated with various teaching strategies (e.g., learning centers, cooperative learning, direct instruction, inquiry, whole group discussion, independent study, interdisciplinary instruction).

2. Candidates know how to enhance learning through use of a wide variety of materials and technological resources, and collaboration with specialists, other colleagues, parents and community.

3. Candidates use multiple teaching and learning routines and strategies that will promote development of critical thinking, problem solving, and performance skills.

(iii) Candidates use their knowledge and understanding of individual and group motivation and behavior among students to foster active engagement in learning, self motivation, and positive interaction and to create supportive learning environments;

Indicators of quality:

1. Candidates understand principles of effective classroom management as well as human motivation and behavior from the foundation sciences of psychology, anthropology, and sociology.

2. Candidates utilize positive discipline techniques that promote intrinsic motivation and self discipline. They use preventive discipline, well developed transitions, and a range of routines and strategies to promote positive relationships, cooperation, conflict resolution, and purposeful learning.

3. Candidates create learning communities in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.

(iv) Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and supportive interaction.

Indicators of quality:

1. Candidates apply communication theory, knowledge of language development, and awareness of the role of language to support learning. They know how cultural and gender differences can affect communication. They model effective communication strategies in exchanging ideas and information and in exploring questions (e.g., reflective listening). They use oral and written discourse between themselves and their students, and among students, to develop and extend students' understanding of subject matter.

2. Candidates use a variety of media tools to enrich learning opportunities. They look beyond their classroom to utilize various resources that benefit their students.

(d) ASSESSMENT--Candidates know, understand, and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social-emotional, and physical development of each student.

Indicators of quality:

1. Candidates understand the characteristics, uses, advantages, and limitations of different types of assessment appropriate for evaluating students' dispositions, how they learn, what they know, and what they are able to do.

2. Candidates know that assessment is essential to the instructional process and recognize that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting learning. They apply their knowledge of learning styles and cultural influences among minority students in selecting assessment strategies.

3. Candidates appropriately use a variety of formal and informal assessment techniques (e.g., observation, portfolios, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance their knowledge of individual learners, and to evaluate student' progress and performance.

4. Candidates use formative and summative assessments to determine student understanding of each subject area and align assessments with instructional practice. They monitor and modify their own teaching strategies and behavior in relation to student success.

(e) PROFESSIONALISM--Candidates understand and exhibit practices and behaviors of a professional educator:

Indicators of quality:

Candidates recognize that synthesis of knowledge is a lifetime process. Accordingly, candidates ready to enter the classroom will:

(a) work independently on a variety of disciplinary and pedagogical problems and take responsibilities related to the following:

(i) child development,

(ii) English language arts, science, mathematics, social studies, the arts, health enhancement,

(iii) instructional technique, and

(iv) assessment;

(b) focus and defend independent analyses and value judgements about disciplinary content and teaching methodologies, their various potential relationships, and their applications to specific circumstances;

(c) acquire the intellectual tools to work effectively with evolving issues and changing conditions; and

(d) demonstrate awareness of and commitment to the Professional Educators of Montana Code of Ethics.

(i) Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions, revising practices appropriately and actively seeking out opportunities to grow professionally;

Indicators of quality:

Candidates apply methods of inquiry that provide them with a variety of self-assessment and problem solving strategies for reflecting on their practice, on its influences on students' growth and learning, and on their complex interactions. They utilize research and resources for professional growth (e.g., professional literature, colleagues, professional associations, professional development activities).

(ii) Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social-emotional, and physical growth of children;

Indicators of quality:

1. Candidates understand different family beliefs, traditions, values, and practices across cultures and within society and use their knowledge effectively. They are aware of the perception of parents and the community regarding the school environment. They involve families as partners in supporting the school both inside and outside the classroom.

2. Candidates respect parents' choices and goals for their children and communicate effectively with parents about curriculum and each student's progress. They involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities.

(iii) Candidates foster relationships with school colleagues and others in the community to develop an infrastructure of support for students' learning and well-being.

Indicators of quality:

Candidates understand schools as organizations within the community. They understand how factors in the students' environments impact the school and influence the students' cognitive, emotional, social, and physical well-being.

10.58.508 ELEMENTARY (1) Candidates for elementary teacher certification shall demonstrate the following knowledge and skills:

(a) Development, learning and motivation knowledge and skills shall be demonstrated by candidates who know, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

(b) Curriculum knowledge and skills shall be demonstrated by candidates who know, understand, and use the central concepts as outlined in Montana's student content and performance standards, tools of inquiry, and structures of content for students across grades K-8 and can engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels. Candidates shall:

(i) demonstrate a high level of competence in the use of English language arts and they know, understand, and use concepts from reading, language, literature and child development to teach reading, writing, speaking, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas;

(ii) know, understand, and use the fundamental concepts in the subject matter of science, including physical, life, and earth and space sciences, as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy;

(iii) know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra, in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data;

(iv) know, understand, and use the major concepts and modes of inquiry from the social studies, the integrated study of history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology, and sociology), and other related areas (such as humanities, law, philosophy, religion, mathematics, science, and technology), to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

(v) know, understand, and use--as appropriate to their own understanding and skills--the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among students;

(vi) know, understand, and use the comprehensive nature of students' physical, mental, and social well-being to create opportunities for student development and practice of skills that contribute to health enhancement; and

(vii) know, understand, and use interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage students' ideas, interests, concerns and experiences.

(c) Instructional knowledge and skills shall be demonstrated by candidates able to plan and implement instruction based on knowledge of individual students, learning theory, subject matter, curricular goals, and community:

(i) understand how students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse learners;

(ii) understand and use a variety of teaching routines and strategies that encourage students' development of critical thinking, problem solving, and performance skills;

(iii) use their knowledge and understanding of individual and group motivation and behavior among students to foster active engagement in learning, self motivation, and positive interaction and to create supportive learning environments; and

(iv) use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and supportive interaction.

(d) Assessment knowledge and skills shall be demonstrated by candidates who know, understand, and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social-emotional, and physical development of each student.

(e) Professionalism knowledge and skills shall be demonstrated by candidates who understand and exhibit practices and behaviors of a professional educator. Candidates:

(i) are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions, revising practices appropriately and actively seeking out opportunities to grow professionally;

(ii) know the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social-emotional, and physical growth of children; and

(iii) foster relationships with school colleagues and others in the community to develop an infrastructure of support for students' learning and well-being.

10.58.509 ENGLISH/LANGUAGE ARTS (1) For the prospective English/language arts teacher the program shall provide a structural framework which demonstrates:

(a) explicit goals, procedures and rationales in an identifiable program;

(b) articulation of program goals, procedures and rationales to faculty, students and administrators;

(c) program-wide integration of content and methods on-campus and in field experiences; and

(d) modeling by both English and education instructors of effective pedagogy and attitudes and use of classroom methods which reflect and apply knowledge of current research regarding the theory and practice of teaching English/language arts.

(2) In addition, the program shall provide understandings of English/language arts content, including:

(a) language, acquired through knowledge and application of:

(i) the developmental processes by which individuals acquire, understand and use language;

(ii) the history, structure and purpose, as well as the nonverbal, symbolic and semantic systems of language;

(iii) the linguistic, rhetorical and stylistic concepts that influence the substance and structure of oral and written discourse;

(iv) the concept of grammar as the paradigm of varying linguistic schools of thought; e.g., structuralism, transformational/generative grammar, cognitive linguistics; and

(v) dialects and levels of usage; i.e., the influence of social, regional, economic, and cultural factors on language variations and use;

(b) literature, acquired through knowledge and application of:

(i) varied approaches to stimulating student responses to literature, including nonprint media, through speaking, writing, acting, and producing visual arts, film and print media (such as posters, dioramas, videotapes, hypercard stacks);

(ii) a broad selection of multi-cultural contemporary and traditional literature which includes adolescent literature, literature of various genres, minority literature, literature by women and nonprint media; and

(iii) varied approaches to critical literary theory, including classical and contemporary ways to respond to, discuss, understand and evaluate literature, including nonprint media;

(c) the reading process, acquired through knowledge and application of:

(i) ways readers adjust strategy to purpose, including reading for pleasure, for information and for insight into values and conflicts;

(ii) strategies readers can use to discover meaning and monitor their own comprehension, the role of prior knowledge, the various modes of thought; i.e., metacognition;

(iii) linguistic and cognitive bases of reading;

(iv) levels of comprehension, such as literal, interpretive, creative; and

(v) direct instruction, modeling and functional reading;

(d) the writing process, acquired through knowledge and application of:

(i) ways student writers select a topic, generate and organize ideas and choose language appropriate to the writing purpose;

(ii) direct instruction (about organizational patterns, mechanics, language structures, usage, etc.), modeling (teachers as writers and processes of professional writers), and conferencing (careful questioning of individual students about writing to help them focus and write well);

(iii) various formats (such as narration, exposition, letter, poem, journal, etc.) for a variety of purposes and audiences;

(iv) the linguistic, rhetorical and stylistic concepts that influence the substance and structure of written discourse;

(v) revision strategies which improve the development of ideas and content, organization, and voice in their own and others' writing;

(vi) editing techniques, which improve word choice, sentence fluency, conventions (e.g., grammar, capitalization, punctuation, usage, spelling, paragraphing) and enhance readability in their own and others' writing;

(vii) evaluation which allows students and teachers to identify, assess, and interpret student progress in writing for a variety of contexts and purposes; and

(viii) publish and/or share their own writing through student publications, computer networks, symposiums, and other displays;

(e) different forms of oral discourse, acquired through knowledge and application of:

(i) the composing process to practice, model and help students speak in various situations, including platform speaking, small group communication and media communication (e.g., teleconferencing, taping, broadcasting);

(ii) the linguistic, rhetorical and stylistic concepts that influence the substance and structure of spoken discourse;

(iii) practicing, demonstrating, and helping students prepare for argumentation, persuasion and oral interpretation;

(iv) the listening process, including sensing, interpreting, evaluating, and reacting for various purposes;

(v) strategies for dealing with external and internal barriers to effective listening; and

(vi) nonverbal communication;

(f) nonprint media, acquired through knowledge and application of:

(i) the nature, function and structure of nonprint and nonverbal media and their relationships to print media; and

(ii) the composing process in various media and for various purposes and audiences through modeling and helping students;

(g) thinking skills, acquired through knowledge and application of:

(i) methods of gathering, analyzing and presenting information;

(ii) logical and creative thinking and problem solving skills for a variety of situations;

(iii) methods of helping students evaluate facts, images, inferences, implications, and judgments;

(iv) the decision-making and reasoning processes; and

(v) writing as a generative process.

(3) The program shall provide a pedagogy for English/language arts, which includes:

(a) instructional planning and delivery, with practice in:

(i) selecting, designing, organizing and employing objectives, strategies and materials for the English/language arts program;

(ii) incorporating research findings into the instructional program and curriculum;

(iii) communicating the philosophy and goals of the English/language arts curriculum to students, parents, lay audiences and other educators;

(iv) designing contexts in which students have a purpose for creating, improving, and evaluating their own and others' communication;

(v) formulating questions and learning to help students formulate questions at varying levels of abstraction to elicit personal responses as well as facts and inferences;

(vi) organizing students for effective whole class, small group and individual work;

(vii) using a variety of instructional strategies, materials, and technology appropriate to students; cultures, gender and learning styles; and

(viii) developing strategies and processes for encouraging and implementing writing across the curriculum;

(b) knowledge of and experience with assessment, including practice in:

(i) designing or selecting assessment methods appropriate for instructional and curricular decisions;

(ii) preparing and using varied assessment methods and procedures appropriately to match curriculum and levels of thinking;

(iii) communicating assessment results to students, parents, lay audiences and other educators;

(iv) learning how to help students develop self-assessment methods; and

(v) responding specifically and constructively to a student's oral and written discourse.

(4) Preparation programs shall develop positive attitudes for English/language arts which:

(a) demonstrate a concern for students, including:

(i) a recognition that all students are worthy of a teacher's attention;

(ii) a desire to use the English/language arts curriculum to help students become familiar with and tolerant of diverse peoples and cultures;

(iii) a respect for the language, dialect and heritage of each student;

(iv) a desire to help students grow by encouraging creative and responsible uses of language;

(v) a willingness to adapt objectives, methods and materials for instruction to match students' needs;

(vi) a willingness to respond critically to different media and to encourage students to do the same; and

(vii) an understanding of and appreciation for freedom of expression, particularly as it affects the rights and responsibilities of students;

(b) demonstrate a commitment to professionalism, including:

(i) continued professional growth in the teaching of English/language arts;

(ii) pride in the teaching of English/language arts;

(iii) dedication to life-long practice in communication;

(iv) recognition of the value of professional collaboration;

(v) willingness to make informed, reflective decisions on current issues of professional concern;

(vi) sensitivity to the impact that events and developments in the world outside the school may have on teachers, their

colleagues, their students and the English/language arts curriculum; and

(vii) dedication to interaction with colleagues, both in teaching and administration, which reflects an understanding of and compliance with important ethical standards.

(5) Each program shall provide field-based experiences in which students:

(a) observe and participate in language arts classrooms at elementary, middle, and high school levels with qualified teachers prior to student teaching;

(b) are able to achieve the program objectives through teaching experience in an English/language arts classroom supervised by a qualified teacher and a university/college supervisor during student teaching; and

(c) are meaningfully exposed to the rigors of teaching, yet allowed reasonable time for reflection, self-evaluation, and interaction with colleagues.

10.58.510 STUDENTS WITH DISABILITIES K-12 (1) The following standard pertains to programs for preparing teachers of students with disabilities--early intervention through grade 12. This standard, applicable to all areas of special education, is designed to prepare an individual to provide a range of educational services for students with disabilities. This standard refers to students who have cognitive delay, hearing impairment, deafness, speech/language impairment, visual impairment, emotional disturbance, orthopedic impairment, other health impairments, learning disability, deaf-blindness, child with disability, autism, and/or traumatic brain injury. The standard represents a common set of expectations across all areas for the preparation of teachers serving students with disabilities. The program shall require demonstrated competence in the following areas:

(a) In philosophical, historical, and legal foundations of special education, students will exhibit an understanding of:

(i) national, state, and local laws, administrative policies, and procedures affecting persons with disabilities. Students will be able to:

(A) describe major components of the Individuals with Disabilities Education Act (IDEA);

(B) describe major components of Section 504 of the Rehabilitation Act and The Americans with Disabilities Act (ADA);

(C) demonstrate use of the Montana Special Education Reference Manual (MSERM) and Montana Technical Assistance Documents as resources to identify accurate policy and procedure information; and

(D) use state forms in the special education process.

(ii) models, theories, and philosophies that provide the basis for past and current special education practice. Students will be able to:

(A) demonstrate knowledge of basic models and theories in the major disability areas;

(B) describe the past and current philosophical issues in special education;

(C) describe the historical treatment of persons with disabilities;

(D) describe the impact of culture on identification and services to persons with disabilities; and

(E) articulate personal philosophy of special education including its relationship to/with general education.

(b) In characteristics of learners of all ages, students will exhibit an understanding of:

(i) characteristics of exceptionalities and their effects on students' abilities to learn. Students will be able to:

(A) identify the 13 legal categories and other recognized categories (i.e., ADHD and FAE/FAS) of disability and identification criteria for each category at both the federal and state levels;

(B) recognize individual variations within each major disability category;

(C) demonstrate knowledge of typical and atypical development of children; and

(D) describe the educational impact of major types of disabilities so that appropriate supports and accommodations can be provided.

(ii) characteristics and effects on learning and life of the child and the family including environment, cultural, linguistic, socioeconomic, medical and health, gender, and other factors. Students will be able to:

(A) discuss multiple external factors that will influence individual student's life and learning;

(B) discuss the concept and the impact of intra-individual differences on individual student's life and learning; and

(C) describe the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of individuals with exceptionalities.

(c) In assessment, evaluation and program development:

(i) students will exhibit an understanding of the evaluation/eligibility process. Students will be able to:

(A) describe the steps of the evaluation/eligibility process;

(B) demonstrate knowledge of routine screening procedures;

(C) describe the purpose, roles and strategies generated through the pre-referral and referral process;

(D) demonstrate familiarity with the forms used in the evaluation/eligibility process;

(E) demonstrate an understanding of the multidisciplinary team concept;

(F) demonstrate the understanding and ability to coordinate yearly and three-year evaluations; and

(G) create and maintain student records.

(ii) students will develop, select, administer and interpret formal and informal assessment techniques and instruments. Students will be able to:

(A) describe strengths and limitations of the most commonly used assessment tools across the disability categories;

(B) select, use and interpret various formal and informal assessment instruments and results (e.g., grade scores versus standard scores, percentile, ranks, age/grade equivalents and stanines);

(C) implement a functional assessment and curriculum based assessment;

(D) describe the discriminatory and ethical issues surrounding assessment;

(E) conduct a family/home environment and person-centered assessment;

(F) gather background information regarding academic, medical and family history;

(G) gather and compile relevant information from the student, family and others that reflects their interests and goals for post-school employment and/or education;

(H) use one of many available methods to determine parent priorities for their child's education as part of the assessment and program planning process; and

(I) demonstrate an understanding of assessments used in general education.

(iii) students will convert assessment information into appropriate educational program plan and placement recommendation. Students will be able to:

(A) demonstrate an understanding of the continuum of service options and the legal requirement for placement in the least restrictive environment;

(B) demonstrate ability to translate assessment data into implications for educational programming and placement;

(C) demonstrate ability to translate assessment data into an individualized educational program (IEP) including adaptations needed to support students in the least restrictive environment;

(D) develop present level of performance, long term goals, and short term objectives as part of the development of an IEP;

(E) assess progress in all areas, being able to:

(I) develop data collection processes;

(II) display and communicate data; and

(III) use data for decision making;

(F) develop a transition plan that insures that school activities focus on identified post-school goals;

(G) develop short term objectives that include conditions, observable behavior, criteria for success, evaluation procedures and schedules; and

(H) use a variety of ways to monitor progress in the IEP.

(d) For curriculum and instructional methods, students will:

(i) identify, evaluate, select, adapt and use curriculum materials to develop motor, cognitive, academic, social, language, affective, vocational, and functional life skills for individual students based on their needs. Students will be able to select, develop and use a variety of curricula for meeting the needs of students with diverse abilities;

(ii) be able to work as a partner with general education teachers to support students with identified disabilities in general education classrooms to the maximum extent possible. Students will be able to:

(A) collaborate with the general education teacher to plan instruction for the regular classroom in a way that allows for instruction to be differentiated to accommodate students with diverse needs;

(B) collaborate with the general education teacher to co-teach appropriate subjects and lessons of the general education

curriculum, ensuring that the needs of students with disabilities are being met;

(C) provide information to the general education teacher about adaptations and modifications that are needed on an ongoing basis by individual students with disabilities; and

(D) collaborate with the general education teacher to ensure that the progress of students with disabilities is evaluated.

(iii) demonstrate an ability to translate the IEP into daily lesson planning;

(iv) demonstrate an awareness of and ability to use and provide access to assistive technology;

(v) demonstrate an understanding of facilitating major educational transitions from preschool to adult life.

(e) In planning and managing the teaching and learning environment, students will:

(i) demonstrate competence in individual and group management techniques using techniques based upon humanistic, behavioral, and cognitive psychological theories;

(ii) demonstrate ability to effectively structure education activities that involve heterogeneous groups of students;

(iii) demonstrate ability to establish and maintain physically and psychologically safe and healthy learning environments that promote development and learning, value diversity and encourage self-advocacy and increased independence;

(iv) use strategies to coordinate, plan, supervise, and monitor the work of paraprofessionals, volunteers, parents, peer tutors and other related service providers to support the needs of students with disabilities in a variety of school and non-school settings;

(v) demonstrate an awareness of and ability to use technological advances to facilitate accessing information, record keeping, and instruction;

(vi) be able to design, structure and manage daily classroom routines, including transition time, effectively for students, other staff, and the general classroom; and

(vii) utilize structured and non-structured approaches to create opportunities for students with disabilities to interact with their typical peers in respected, age-appropriate roles and activities.

(f) In supporting students with challenging behaviors, students will:

(i) describe a variety of psychological perspectives of individual student behaviors;

(ii) demonstrate an understanding of the applicable laws, rules and regulations, procedural safeguards and ethical concerns when addressing the behaviors of individuals with exceptional needs;

(iii) demonstrate ability to identify, evaluate, select, adapt, and use a variety of techniques to prevent problem behavior and promote appropriate student behavior (e.g., social skills, modifying learning environments, cognitive strategies, behavior techniques including reinforcement strategies);

(iv) be able to write behavioral objectives and positive behavior intervention plans for individual students. Students will be able to:

(A) conduct a functional behavior assessment;
(B) write positive behavior intervention plans; and
(C) maintain necessary documentation.
(v) demonstrate competence in using strategies for crisis prevention/intervention;
(vi) demonstrate an understanding of attitudes and behaviors that positively or negatively influence behavior of individuals with exceptional learning needs; and
(vii) describe the importance of considering cultural and family diversity in addressing student behaviors.
(g) In communication and collaborative partnerships, students will:
(i) demonstrate competence in the ability to work ethically and constructively with school personnel. Students will be able to:
(A) utilize a variety of models for collaboration and co-teaching in classroom settings;
(B) demonstrate competence in identifying, selecting, accessing and using school and community resources;
(C) work collaboratively with administrators, general education teachers, paraeducators, volunteers, peer tutors and other related service providers in the classroom; and
(D) collaborate with general classroom teachers and other school and community personnel in integrating students into various learning environments.
(ii) demonstrate competence in the ability to work ethically and constructively with parents and families of children. Students will be able to:
(A) demonstrate an understanding and sensitivity to concerns of parents of individuals with exceptional learning needs;
(B) demonstrate an ability to be responsive to familial and cultural differences;
(C) encourage and assist families to become active participants in the educational team; and
(D) provide parents with a variety of options for communication and involvement that respects their individual priorities and circumstances.
(iii) demonstrate competence in the ability to work ethically and constructively with community agency personnel;
(iv) demonstrate a knowledge and understanding of ethical practices for confidential communication to others about individuals with exceptional learning needs;
(v) demonstrate competence in oral and written communication with parents, families, and other professionals;
(vi) demonstrate understanding of rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities; and
(vii) identify the various community agencies and adult service providers that may play a role in providing supports for a student with a disability and his/her family.
(h) In professional and ethical practices, students will:
(i) demonstrate an understanding of personal cultural biases and teaching style differences that affect one's teaching;
(ii) describe the importance of the teacher serving as a role model;

(iii) develop skills to be advocates for students and families;

(iv) model life-long habits to stay current in the field through accessing current literature and research;

(v) be able to recognize signs of emotional distress, child abuse, and neglect in students and follow legal procedures for reporting known or suspected abuse or neglect to appropriate authorities;

(vi) be able to recognize the impact of diversity in all its forms;

(vii) participate actively in professional organizations and adhere to a professional code of ethical conduct;

(viii) be able to comply with local, state, provincial and federal monitoring and evaluation requirements;

(ix) use copyrighted educational materials in an ethical manner; and

(x) describe the various roles that teachers may have as part of a school-wide change or reform initiative.

10.58.511 SECOND LANGUAGES (1) For the prospective teacher seeking endorsement to teach any second language, preparation shall be in a specific language program leading to teacher preparation and shall provide:

(a) study in phonology, grammar and composition, linguistics (applied to the specific language or applied to second language study as a whole), literature, and culture;

(b) sufficient listening comprehension to understand most routine social conventions, conversations on school or work requirements, and discussion on concrete topics related to particular interests and special fields of competence;

(c) the oral proficiency to satisfy most work requirements, and show some ability to communicate on concrete topics relating to particular interests and special fields of competence;

(d) the ability to read with comprehension factual information in non-technical prose, as well as concrete topics related to special interests; read for information and description; follow a sequence of events and react to that information; and separate main ideas and details in material written for the general public;

(e) the ability to write about most common topics with some precision and in some detail; write detailed resumes and summaries; take accurate notes; write social and informal business correspondence; describe and narrate personal experiences; explain simple points of view in prose discourse; and write about concrete topics relating to particular interests and special fields of competence;

(f) a working social and professional competence in cultural skills (reflecting the international character of present-day economic ties among countries), including:

(i) the ability to participate in social situations and those within one's vocation;

(ii) handle unfamiliar situations with ease and sensitivity, including those involving common taboos or other controversial subjects; and

(iii) comprehend most nonverbal responses, including some culture-related humor;

(g) the opportunity to contact native cultures either on the campus or in an organized period of study in the native culture of the second (target), language;

(h) an awareness of language as an essential element of culture, an understanding of the principal ways in which the target language culture differs from the first language culture, first-hand knowledge of literary masterpieces, and acquaintance with the geography, history, art, and social customs of major lands in which the language is dominant;

(i) an understanding of the differences between the phonological, grammatical and semantic systems of the second language and those of English and the ability to apply this understanding to modern second language teaching;

(j) a knowledge of the present-day objectives of second language teaching as communication, an understanding of the methods and techniques for attaining these objectives, and the ability to evaluate the professional literature of second language teaching;

(k) a knowledge of the use of special techniques, such as educational media, the internet and electronic mail, and the relation of second language study to other curricular areas;

(l) a demonstration of language proficiency in the target language resulting from the achievement of an appropriate score (at a specific level determined by the degree granting college or university) on an internationally recognized proficiency examination;

(m) preparation of teachers of classical languages through adherence to the preceding standards, with special emphasis on appreciation of the language and gaining control of its sounds, structure, and vocabulary rather than on conversational objectives;

(n) for Native American languages competence in the language as attested by the appropriate tribal authority; and

(o) for ESL (English as a second language) candidates, a required two-year program, or the equivalent experience, learning a second language to include knowledge of the linguistic structure of the language and features of a culture which uses the language.

10.58.512 GUIDANCE AND COUNSELING K-12 (1) For the prospective counselor the program shall provide:

(a) the completion of a master's degree in counseling or equivalent;

(b) evidence that careful screening throughout the program is employed to assure that persons have demonstrated competence as student advocates in consulting with students, teachers, administrators, parents and agencies;

(c) opportunities to understand the history, philosophy, theories, trends, organization, time management, and professional activities related to the practice of school counseling K-12;

(d) opportunities to demonstrate competence in developing relationships with community, public, private, medical, employment, and educational agencies and other services for referral and collaborative service delivery;

(e) opportunities to understand individual growth and development across the life-span within family and social environments including theories of learning and personality development, human behavior (understanding of developmental crises, disability, addictive behavior, psychopathology and environmental factors that affect both normal and abnormal behavior);

(f) opportunities to understand basic educational philosophies, curriculum development, and school organization and management;

(g) opportunities to understand and appreciate sociocultural, demographic, and lifestyle diversity that include attitudes and behavior based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, socioeconomic status and intellectual ability;

(h) opportunities to understand the coordination of counseling program components as they relate to the total school community in coordination efforts with various individuals and agencies, methods of integrating the guidance curriculum into the total school curriculum, using guidance and counseling activities to enhance a positive school climate, and developing methods of planning and presenting guidance-related educational programs for school personnel and parents;

(i) opportunities to demonstrate competence in elementary, middle and secondary counseling in the following areas:

(i) planning, implementation, administration, and evaluation of counseling curricula and programs;

(ii) principles of appraisal and interpretation of interviews, history taking, observations, and formal assessments (intelligence, aptitude and interest, achievement, and personality tests);

(iii) assisting students in developing personal, social, educational, and life career planning and decision-making skills;

(iv) individual, family and group counseling including the design, implementation and application of developmental, preventive, remedial and adjustment strategies and services;

(v) consultation with families and others regarding assessment and intervention to enhance students' academic, social, cognitive, psychological and physical functioning;

(vi) drug and alcohol prevention/intervention programs, anger management, violence prevention/intervention, suicide, eating disorders, child abuse and neglect, teenage pregnancy, human sexuality, family relations, grief/separation/loss, student drop-outs, gender-equity, and crisis intervention; and

(vii) performance, evaluation, and use of educational research;

(j) opportunities to gain knowledge of special education rules and regulations and demonstrated competence in the knowledge of special needs and developmental issues of exceptional students and their families;

(k) opportunities to gain knowledge of state and federal laws, and school accreditation standards, including those laws and regulations that affect student placement, follow-up and program planning;

(l) opportunities to demonstrate competence in the knowledge of policies, laws, legislation, ethical issues that affect school counseling and knowledge of the ethical standards and guidelines of the American school counseling association (ASCA);

(m) opportunities to demonstrate competence in career counseling, including career development theories and decision-making models; information resources (career, avocational, and labor market); computer-based information systems; interrelationships among work, family, and other life roles; assessment instruments; career and educational placement, follow-up and evaluation;

(n) opportunities to complete a supervised counseling practicum and internship experience including observation, practice, and performance of counseling and the other duties of a school counselor with the following requirements:

(i) the counseling practicum must total a minimum of 100 hours, including 40 hours of direct client contact offering counseling services;

(ii) the counseling practicum must be supervised a minimum of one hour per week in an individual session and one and one-half hours per week in a group session by graduate program faculty;

(iii) the internship must consist of a minimum of 600 hours in a school or school-related setting;

(iv) the internship must include 240 hours of direct client contact offering counseling services; and

(v) the internship must be supervised a minimum of one hour per week in an individual session and one and one-half hours per week in group sessions by a master's degree school counselor or graduate program faculty.

10.58.513 HEALTH (1) For the prospective teacher the program shall provide a broad understanding of basic knowledge and understanding of the concepts that promote comprehensive health, the benefits of leading a healthy lifestyle and health enhancement and shall further provide:

(a) the ability to advocate for, plan, organize, assess and implement a comprehensive school health education program including:

(i) the school health curriculum, including goals and objectives based on content standards and planned learner activities integrated with related disciplines, to include:

(A) personal health and principles of health-related physical fitness;

(B) accident prevention and safety;

(C) nutrition;

(D) community health;

(E) consumer health;

(F) family life education and human sexuality;

(G) chronic and communicable disease prevention including HIV/AIDS prevention;

(H) alcohol, tobacco and other drugs;

(I) mental and emotional health;

(J) environmental health; and

(K) student assessment based on performance standards and program evaluation which includes consideration of content standards and student achievement;

(ii) school health services, healthy school environment, health promotion for staff, food services and social climate;

(b) knowledge and skills related to health concepts including:

(i) the interrelationship of the physical, emotional, social, and intellectual dimensions of growth and development;

(ii) the many topical areas included in the health curriculum and the relationship to total health;

(iii) the educational, motivational, and organizational strategies used to involve staff in health promotion and wellness; and

(iv) ethical issues surrounding individual and family health decision-making;

(c) knowledge and skills to teach prevention and intervention strategies, including but not limited to:

(i) basic communication and counseling skills;

(ii) assertiveness;

(iii) building self-esteem and self-concept;

(iv) stress management;

(v) conflict resolution;

(vi) critical thinking and decision making;

(vii) identification of obstacles to learning and referral; and

(viii) risk factors, protective factors and resiliency.

10.58.514 FAMILY AND CONSUMER SCIENCES (1) The program shall provide opportunities for the prospective teacher to develop the knowledge, skills, attitudes, and behaviors needed for preparing grades 5-12 students to:

(a) address problems regarding the impact of society on diverse family, community and work interaction and environments;

(b) appreciate human worth across the lifespan and accept responsibility for one's successes and failures in family and work life;

(c) analyze the multiplicity of factors involved in selection, use, and care of clothing and textiles for personal and family needs;

(d) manage resources and make decisions to meet the developmental needs of individuals and families with regard to the shelter, safety, nurturing, and environmental aspects of housing and technology/equipment;

(e) promote optimal nutrition and wellness across the lifespan through practical experiences with selecting, planning, preparing, serving and allocating resources for meals and building endurance, strength, and flexibility activities into the schedules of individuals and families which reflect their culture, as well as the variety provided through other cultures;

(f) function effectively throughout the lifecycle as providers and consumers of goods and services related to individuals and families in the home and workplace;

(g) demonstrate responsible actions and decision-making as leaders in family, community and work settings through the use

of family, career and community leaders of America (FCCLA) as a youth leadership development structure and process; and

(h) exhibit strategies for balancing personal, home, family and work life through exploration of careers and development of skills for seeking and maintaining employment.

(2) The program shall provide opportunities for the prospective teacher to develop the knowledge, skills, attitudes, and behaviors to:

(a) plan, develop, teach, supervise and evaluate programs in family and consumer sciences education;

(b) apply a variety of teaching strategies to integrate academics and reinforce workplace competencies experiences through the involvement of community agencies/businesses/ parents in the curriculum; and

(c) apply family and consumer sciences education to daily life with respect to the study of social, behavioral and natural sciences.

10.58.515 INDUSTRIAL/TECHNOLOGY EDUCATION (1) For the prospective teacher the program shall:

(a) provide a curriculum that is consistent with current national standards for curricular design and:

(i) be based on a sound mission statement with stated goals and objectives that reflect the intent of industrial/technology education programs, as guided by national professional organizations;

(ii) will be consistent with Montana school accreditation standards;

(iii) will consider local school standards and curricula as are expressed through advisory input from the public school sector;

(iv) follow an organized set of concepts, processes and systems that are technological in nature; and

(v) will be reflected in curricular design, course outlines, instructional strategies and evaluation of student work;

(b) be based on a published philosophical statement and defined set of concepts, which will include appropriate objectives and competencies. Such statements shall be known to students as they matriculate into the program;

(c) be based on content selected for relevance to the public school curriculum. Content may be orientated toward technology education (TE) or industrial technology (IT), providing that orientation is consistent with the stated program philosophy;

(d) require appropriate studies in the content area(s) in which the graduate will teach, including:

(i) fundamental knowledge about the development of technology, its effects on people, the environment and society;

(ii) information about industry's organization, personnel systems, techniques, resources, products and social impacts;

(iii) instructional content drawn from the following content organizers:

(A) communication technology, which includes information-related technology that uses resources to transfer information and to extend human potential;

(B) construction technology, which includes physical-related technology that uses resources to build structures or construct work on site;

(C) manufacturing technology, which includes physical-related technology using resources to extract and convert raw/recycled materials into industrial and consumer goods;

(D) transportation technology, which includes physical-related technology using transportation technologies to maintain contact and exchange among individuals and societal units through the movement of material, goods and people; and

(E) other organizers as stated in program design;

(iv) identification of a level and scope of entry level skills in the use of tools, instruments and machines necessary for successful teaching;

(v) emphasis on quality workmanship;

(vi) assistance to students in developing insight and understanding in the application of technological concepts, processes and systems;

(vii) development of skills in utilizing tools, materials, machines, processes, and technical concepts relative to content organizers, safely and efficiently;

(viii) help for students to develop skills, creative abilities, and positive self-concepts and individual potentials relating to technology;

(ix) problem-solving and decision-making abilities involving human and material resources and technological processes and systems;

(x) activity-oriented laboratory instruction that reinforces abstract concepts with concrete experiences;

(xi) emphasis on "know-how" and "ability-to-do" in carrying out technology activities;

(xii) knowledge and skills regarding how technological systems function, and the attitudes to evaluate those systems;

(xiii) the ability of students to understand past, present or future technological systems by applying knowledge and skills developed in the study of other systems;

(xiv) the ability to apply other areas of knowledge (e.g., mathematics, science, history) to technology and its use in solving individual and social problems;

(xv) information on the relationship between technology education and vocational education and its role in providing middle and high school students with career awareness and exploratory activities that enhance success in advanced specialized courses; and

(xvi) manipulative skills development of value to the individual students;

(e) provide courses and experiences so that the graduate can perform the following tasks in developing, managing, and evaluating an industrial/technology education program in schools:

(i) develop a strategic plan that includes a mission statement, rationale for updating, goals and objectives, action steps, and a program evaluation strategy;

(ii) focus instruction on the technological systems of communication, construction, manufacturing, transportation and other content organizers around which the program may be based;

(iii) structure an educational environment in the classroom and laboratory that enhances student learning;

(iv) select appropriate instructional strategies for individual and group instruction;

(v) successfully provide all elements of laboratory management (e.g., maintaining inventory, filing, requisitioning equipment and materials, maintenance, budgeting);

(vi) develop lesson plans, organize materials and present psychomotor, affective, and cognitive instruction;

(vii) establish student expectations, and develop and implement a behavior policy;

(viii) establish and maintain a student organization within the program, such as skillsUSA-VICA or technology students association (TSA);

(ix) promote and articulate industrial/technology education to internal and external publics;

(x) develop and coordinate an external advisory committee for the program;

(xi) establish a professional development plan for continued personal growth;

(xii) identify program standards, with reference to state and national norms, and use the standards to evaluate and improve the program;

(xiii) function as a committed participant in professional activities both as a contributor and recipient;

(xiv) gain access to services and financial resources available from state and federal agencies, and operate within applicable laws and regulations governing education;

(xv) develops students' abilities to search, access, retrieve, synthesize and apply information; and

(xvi) provide opportunities for students with work-related experience useful for employment entry after graduation.

10.58.516 JOURNALISM (1) For the prospective teacher the program shall provide a structural framework which demonstrates:

(a) explicit goals, procedures and rationales in an identifiable program for prospective journalism teachers;

(b) articulation of program goals, procedures and rationales to faculty, students, and administrators;

(c) the effort to integrate on-campus content and methods and field experiences throughout the program; and

(d) the modeling of pedagogy and attitudes which reflect and apply knowledge of current research on the theory and practice of teaching journalism.

(2) The program shall provide understanding of journalism as a subject, including:

(a) press law, particularly as it affects the rights and responsibilities of student journalists;

(b) the history, technological development and impacts of the mass media;

(c) the functions of the news media in a democratic society;

(d) the organizational structure of the news media;

(e) styles and purposes of journalistic forms, including news, features, columns and editorials; and

(f) the concepts of accuracy, fairness, objectivity and comprehensiveness in news reporting.

(3) Opportunities in both print and nonprint formats shall be provided for the prospective teacher to practice, model, and help students to use a composition process which involves:

(a) precomposition strategies, including generating sources, determining angle, interviewing, and researching;

(b) multiple drafts, using conferences and self-assessment as guides for revision and editing; and

(c) a variety of publishing/production methods.

(4) The program provides opportunities in both print and nonprint formats for the prospective teacher to practice, model, and help students to:

(a) evaluate the effectiveness of a variety of journalistic forms, including advertisements;

(b) organize staffs and demonstrate skills in leadership and group dynamics; and

(c) use sound business practices for advertising, sales, consumer relations, bookkeeping and circulation.

(5) There shall be provided a pedagogy for journalism which includes practice in:

(a) instructional planning and delivery, including:

(i) selecting, designing, organizing and employing objectives, strategies, and materials for journalism programs;

(ii) organizing students for effective whole class, small group, and individual work; and

(iii) using a variety of instructional strategies, materials and technology appropriate to the breadth of journalism content and the individual needs of students;

(b) selecting, preparing, using and evaluating varied assessment methods and procedures; and

(c) communicating all components of curriculum and instruction to students, parents, lay audiences, and other educators.

(6) The program shall develop positive attitudes for teaching journalism, including:

(a) a concern for students, as demonstrated by:

(i) a respect for the heritages and goals of all students;

(ii) a desire to use the journalism curriculum to encourage students to be well-informed, critical consumers and citizens;

(iii) a desire to help students develop the ability to use language creatively and responsibly; and,

(iv) a willingness to match objectives, methods and materials to individual student needs;

(b) a commitment to professionalism, as demonstrated by:

(i) continued professional growth in the teaching of journalism;

(ii) a willingness to respond critically to all the different media and to encourage students to respond critically;

(iii) an understanding of and an appreciation for freedom of expression, particularly as it affects the rights and responsibilities of students;

(iv) collaboration with other journalists and other teachers; and,

(v) awareness of career opportunities in journalism and the preparation required for such careers.

10.58.517 LIBRARY MEDIA K-12 (1) The program designed to produce a library media specialist, whose aim is to provide students with skills which are basic components of lifelong, independent learning, shall provide:

(a) instruction in educational partnerships to include:

(i) lessons in the collaborative design and development of a curriculum in which information literacy becomes a coherent thread across all subjects and grade levels. Information literacy means:

(A) the ability to access information efficiently and effectively, including the ability to:

(I) discern the need for relevant information;

(II) identify potential sources; and

(III) develop and use strategies for locating information in a variety of resources;

(B) the ability to evaluate information critically and competently, including the ability to:

(I) select information appropriate to the task at hand;

(II) distinguish among fact, point of view, and opinion; and

(III) select information appropriately;

(C) the ability to use information accurately and creatively, including the ability to:

(I) organize and synthesize information;

(II) use information in problem solving; and

(III) communicate new knowledge and information in meaningful, appropriate and creative ways; and

(ii) instruction in how to work collaboratively with administrators and teachers to develop and implement programs and units;

(b) instruction in administration of the library media center including:

(i) how to evaluate library media programs and procedures according to state, regional and national guidelines;

(ii) how to assess needs and set goals, objectives and priorities while supporting the mission of the school;

(iii) how to engage in comprehensive and collaborative long range, strategic planning from which budgets are formulated, and funding proposals and programs are developed;

(iv) how to establish and implement policies and procedures;

(v) how to interpret and advocate the program through public relations;

(vi) how to develop job descriptions and organization charts;

(vii) how to develop plans for supervision and training of personnel;

(viii) how to use various computer applications and other technology for management of the library media center, including electronic circulation and cataloging programs;

(ix) how to plan use of facilities and equipment;

(x) how to create a climate in the library media center which is conducive to a positive attitude toward questioning and active learning;

(xi) how to keep current with curricular and technological advances, research, trends and issues as they apply to learning and teaching in a school setting;

(xii) an understanding of the roles and functions of professional organizations, and local, state and federal agencies;

(xiii) familiarity with laws, regulations and guidelines pertinent to library media programs such as those concerning copyright, confidentiality and intellectual freedom;

(xiv) familiarity with American library association documents such as the code of ethics and the library bill of rights, with its various interpretations;

(xv) a broad knowledge of curriculum contents, development and evaluation in K-12 settings; and

(xvi) meaningful participation in a supervised internship experience comparable in length and emphasis to the student teaching experience;

(c) instruction in information sources and services including:

(i) reference interviews, reference works and uses;

(ii) literature for children and young adults;

(iii) community resources, networks and resource sharing;

(iv) electronic resources, including internet, databases and CD ROMs to locate and retrieve information;

(v) how to operate, maintain and do minor repair of audio, projection, video and computer equipment which is commonly used in schools; and

(vi) production of basic non-print media;

(d) instruction in selection, acquisition and organization of resources and media including the use of:

(i) evaluative selection aids including standard and current review sources for print/nonprint media and equipment;

(ii) acquisition resources such as publishers, jobbers, producers, and vendors;

(iii) standardized library procedures including cataloging, indexing, processing and managing records;

(iv) basic principles of collection development and maintenance;

(v) local and state networking for the purpose of resource sharing to include interlibrary loans, cooperative collections and catalog development, and electronic resources and networks; and

(vi) traditional and electronic ordering procedures;

(e) instruction in educational leadership to include:

(i) promoting development of curriculum which shows the relationship between information-based learning and skills students need for the future;

(ii) planning and implementing professional development activities for teachers designed to increase awareness, familiarity and integration of various educational resources, both traditional and electronic;

(iii) identifying legislation and policy at the local, state and national levels that affect the school library media program and taking appropriate and professional action; and

(iv) communicating effectively with other colleagues, faculty, staff, administrators, parents, students, and the general public to develop and promote a library media program which effectively promotes information literacy.

10.58.518 MATHEMATICS (1) For the prospective teacher the program shall:

(a) include experiences in which they:

(i) become confident in their ability to construct mathematical ideas, exercise mathematical reasoning: inductive and deductive;

(ii) use various strategies to solve problems;

(iii) explore the connections that exist within mathematics and between mathematics and other disciplines;

(iv) develop skills in written, visual and oral communication of mathematical concepts and technical information;

(v) construct, interpret, test and revise models used in solving real-world problems;

(vi) explore the dynamic nature of mathematics throughout history and its increasingly significant role in social, cultural and economic development;

(vii) use multiple means of oral, written and visual assessment that are representative of instructional materials and strategies;

(viii) create a learning environment that provides and structures the time necessary to explore sound mathematics, grapple with significant ideas and problems, and take intellectual risks;

(ix) experience and apply the integrated and hands-on applications of appropriate technology specific to each of the standards areas;

(x) use theoretical and empirical techniques to explore definitions, conjectures and theroms; and

(xi) recognize the study of patterns as an underlying fundamental theme in mathematics;

(b) include number concepts and properties experiences in which they:

(i) explore and discuss the properties, relations and applications of real and complex numbers in diverse settings;

(ii) study development of the major concepts of number-theory ideas and their applications;

(iii) use physical materials and models to explore fundamental properties of number systems (naturals, integers, rational, reals); and

(iv) use estimation and mental arithmetic, calculators, computers, paper-and-pencil algorithms and manipulative materials in solving a wide variety of problems;

(c) include algebra and algebraic structures experiences in which learners:

(i) examine the theoretical underpinnings of algebra;

(ii) develop an ability to reason with and about algebraic representations;

(iii) develop formal algebraic structures through patterning and other informal methods;

(iv) make and test conjectures using algebraic methods;

(v) use algebra to represent and reason about real-world problems;
(vi) explore the connections between algebra and other subjects; and
(vii) use concrete examples to explore algebraic structures;
(d) include geometry experiences in which they:
(i) explore the development and properties of Euclidean, transformational and non-Euclidean geometries;
(ii) develop geometric concepts, both synthetically and algebraically;
(iii) compare different axiomatic systems;
(iv) explore spatial relationships;
(v) make and test conjectures supported by exploration;
(vi) construct proofs of mathematical statements; and
(vii) explore the use of geometry as a tool for modeling real-world problems;
(e) include functions utilizing appropriate technology in which they:
(i) use the concept and language of function in the study of mathematics and the sciences to describe and model change;
(ii) represent functions as symbolic expressions, verbal descriptions, tables and graphs and move from one representation to another;
(iii) investigate and discuss a variety of functions in areas such as mathematics, business and the physical, biological, behavioral and social sciences; and
(iv) compare properties of discrete and piece-wise continuous functions;
(f) provide probability, statistics and data analysis experiences in which they:
(i) collect, display, analyze and interpret sample data in a variety of real world contexts;
(ii) use experimental and theoretical probabilities as appropriate to formulate and solve problems involving uncertainty;
(iii) explore and investigate the role of estimation and probability in statistical analysis;
(iv) analyze and critique the inappropriate use of statistics; and
(v) formulate convincing arguments and make inferences and informed decisions based on statistical methods;
(g) provide continuous process experiences in which they:
(i) use properties and techniques of calculus to model phenomena in diverse settings;
(ii) investigate the phenomenon of change as a limiting process;
(iii) explore both intuitively and theoretically the concepts of limit, continuity, differentiation, integration and other continuous processes; and
(iv) become familiar with the use of calculators with graphics capabilities and computer algebra systems.
(h) provide discrete processes experiences in which they:
(i) investigate a variety of real world problem contexts which lead to diverse discrete mathematical models;

(ii) develop and use a variety of counting techniques and counting arguments and their applications;

(iii) gain experience in algorithmic and recursive thinking and develop skills in using algorithms and iterative and recursive techniques in solving problems;

(iv) deal with issues of computational efficiency and complexity; and

(v) construct concrete examples of finite sequences and extend the ideas to infinite sequences and series;

(i) include experiences with other advanced mathematical structures (e.g., linear algebra, differential equations) in which they:

(i) use and investigate mathematical structures which arise in the mathematical modeling of problems from real world context to explore and solve the problems;

(ii) investigate different observed patterns and properties that can be represented by the same mathematical structures;

(iii) explore the processes involved in building new structures from given structures; and

(iv) explore theoretical aspects of these mathematical structures.

10.58.519 MUSIC K-12 (1) For the prospective teacher the program shall:

(a) produce the knowledge, skills and abilities related to curriculum and program administration to enable the candidate to:

(i) develop sequential music curriculum with a scope and sequence articulated that assures pupil development and competence;

(ii) apply current methodologies to the development of materials appropriate to various levels of elementary, middle and secondary music education;

(iii) formulate and articulate a philosophy on music education which may serve as a basis for implementing a K-12 music program;

(iv) develop and use appropriate strategies for assessing student progress and accomplishments in learning music, such as performance portfolio, reviews, critical analyses, group and individual performance tasks and research exercises;

(v) plan music performances and productions;

(vi) effectively use promotion, publicity and public relations to develop community understanding and confidence in the music education program;

(vii) advise and encourage students about higher education and career opportunities related to the study and performance of music and music related fields; and

(viii) demonstrate an appreciation for the role technology plays in contemporary music education.

(b) produce candidates prepared in performing and demonstrating music skills including:

(i) proficiency on keyboard and fretted instruments in order to use the instruments for demonstration and accompaniment;

(ii) individual performance ability to perform solo and small to large ensemble repertoire at a high artistic level;

(iii) the ability to perform in both vocal and instrumental ensembles;

(iv) demonstration of competence in performing and teaching voice, winds, string and percussion instruments in order to conduct choral and instrumental ensembles;

(v) skill at guiding various vocal and instrumental laboratory experiences; and

(vi) the ability to develop and use the child's singing voice in elementary music education.

(c) produce candidates capable of demonstrating skills in composition and improvisation to include:

(i) the ability to guide elementary and secondary students into creative and/or improvisational experiences and performances; and

(ii) sufficient knowledge to select and adapt (arrange and/or transpose) music from a variety of sources to meet the needs and proficiencies of school performing ensembles and classroom situations.

(d) produce candidates proficient in reading and notating music to include:

(i) a comprehensive knowledge of musical notation and language; and

(ii) a comprehensive knowledge and skill in conducting, score reading and rehearsal techniques for choral and instrumental ensembles.

(e) produce candidates prepared in musical analysis and evaluation to include:

(i) aural perception to distinguish tonal and temporal relationships;

(ii) an understanding of the materials of music, including melody, harmony, rhythm, tempo, dynamics, form and style;

(iii) the ability to use the materials of music in aural and visual analysis;

(iv) knowledge to select appropriate solo/ensemble literature to be used in general music, vocal/choral and instrumental classes at the elementary, middle and secondary levels; and

(v) an awareness of skill in the use of current and diverse music technologies and an understanding of acoustics and the physics of sound.

(f) produce candidates capable of relating music to history, culture and other disciplines to include:

(i) the ability to stylistically identify and place music in an historical period;

(ii) knowledge and appreciation of past and present world music cultures;

(iii) knowledge of the historical relationship of music to other performing and visual arts;

(iv) an understanding of the aesthetic, philosophical and psychological aspects of music, and music's contribution to the individual and society; and

(v) knowledge of the relationship of music to other disciplines outside the arts.

10.58.520 PHYSICAL EDUCATION AND HEALTH K-12 (1) For the prospective teacher the program shall provide a broad understanding of the concepts that promote comprehensive health, the benefits of leading a healthy lifestyle and the health enhancement program and further shall:

(a) provide competence for the delivery and evaluation of planned learning activities which are developmental, sequential, and are based on content standards in the areas of:

(i) personal health and fitness, including:

(A) emotional and mental health;

(B) the physical, social and emotional dimensions of alcohol, tobacco and other drug use;

(C) the physical and emotional aspects of human sexuality;

(D) chronic and communicable diseases, including HIV and STDs, body defenses, and disease prevention;

(E) consumer health and the role of critical thinking and decision-making to enhance health;

(F) the study of human anatomy and physiology, exercise physiology, movement and exercise analysis and the principles involved in learning and developing motor skills and fitness;

(G) nutrition, including weight control, food fads, diet supplements and eating disorders;

(H) understanding the principles and components of health-related physical fitness; and

(I) cultural and gender issues including discrimination, and harassment;

(ii) societal issues, including:

(A) community and environmental health;

(B) chronic and communicable diseases and disease prevention;

(C) consumer health education;

(D) medical ethical issues; and

(E) health problems that may be of special significance to a specific gender or culture;

(b) provide knowledge and skills to teach prevention and intervention strategies, including risk and protective factors and the building of self-esteem and resiliency;

(c) provide an exposure to a variety of movement forms in the psychomotor domain including:

(i) fundamental manipulative, locomotor, nonlocomotor, motor skills and exercises;

(ii) movement exploration and tumbling;

(iii) individual and dual lifetime sports;

(iv) lead-up games, team sports and games;

(v) mass games and activities;

(vi) rhythms and dance;

(vii) outdoor education; and

(viii) American Indian and other ethnic games and activities;

(d) provide knowledge and skill in organizing, planning, administering and evaluating the total health enhancement curriculum including:

(i) the relationship of health enhancement to the total curriculum;

(ii) maintenance of facilities, including the selection, purchase and care of equipment and supplies;

(iii) organization and administration of intramural, recreational, and interscholastic programs;
(iv) good communication skills in advocating for the importance of the health enhancement curriculum to other school personnel, parents, community agencies and public;
(v) aspects of liability; and
(vi) student assessment and program evaluation;
(e) provide competence in working with students with disabilities including:
(i) administration of programs;
(ii) identification of common physical and mental disabilities; and
(iii) prescription of adapted programs specific to individual disabilities;
(f) relate the importance and appropriate use of language arts skills to the health enhancement program;
(g) provide knowledge of principles, standards and procedures of safety including:
(i) required certification in first aid and CPR; and
(ii) safety education, including outdoor, water, home and traffic.

10.58.521 READING SPECIALISTS K-12 (1) For the prospective reading specialist the program shall provide in-depth level of understanding, knowledge and application of:
(a) a planned sequence of study to include but not limited to:
(i) a philosophy of reading instruction which recognizes the importance of teaching reading and writing as processes rather than discrete series of skills or unrelated activities/exercises (i.e., a dynamic integration between reader's existing knowledge, the text and the context of the reading/writing situation);
(ii) sensitivity to individual differences and the information the reader brings to the reading experience (i.e., prior knowledge, metacognitive abilities, aptitudes, attitudes, self-concept, language development and motivation);
(iii) recognition of the need to plan instruction based on the reading and literacy strengths of individual learners rather than on emphasizing weaknesses;
(iv) a wide variety of genre integrated into the curriculum, including quality literature and the diversity of expository materials appropriate to the age and developmental levels of learners; and
(v) research on reading which includes a range of methodologies (e.g., ethnographic, descriptive, experimental and historical);
(b) understanding of the nature of the learner and the learning process with specific applications to reading:
(i) knowledge of the importance of embedding effective reading instruction within a meaningful context (i.e., the development of content and knowledge) for the purposes of completing specific authentic tasks, for personal growth, and for pleasure;
(ii) recognizes the developmental process of reading acquisition including:

(A) emerging literacy (knowledge of association of oral language to written language);
(B) knowledge of textual conventions (i.e., phonic knowledge, story structure, etc.);
(C) fluent integration of text information and reader knowledge; and
(D) strategic reading (i.e., how to control reading purposes and personal strategies such as metacognition, reflection, critical literacy);
(c) techniques in reading instruction and skills to diagnose reading problems that include:
(i) knowledge of current perspectives about the nature and purposes of reading and research-based approaches to reading instruction;
(ii) understanding and sensitivity to individual differences among learners and how these differences influence reading (e.g., prior knowledge and experience, cultural and ethnic diversity, different opportunities for learning);
(iii) assisting students to self-reflect, to monitor, and to gradually assume greater responsibility of their reading;
(iv) understanding the interactive nature and multiple causes of reading difficulties in learning;
(v) knowledge of strategies to help students monitor, apply, and comprehend word recognition strategies and learn and apply reading comprehension strategies in the content area; and
(vi) providing services in effective settings to students in reading/learning disability, special education of local, state or federal compensatory programs;
(d) instructional materials that:
(i) are designed, selected, modified and evaluated to reflect established curriculum goals and learner outcomes, current research, the interest, motivation and needs of individual learners; and
(ii) incorporate appropriate educational technology;
(e) a supervised practicum with elementary and secondary school learners in developmental, corrective and accelerated reading instruction that provides:
(i) knowledge of instructional techniques which facilitate direct instruction and model the "what, when, why, where and how" to use reading strategies with narrative and expository texts; and
(ii) modeling teacher questioning strategies, and modeling teacher and student initiated questions;
(f) studies, experiences, and activities in language arts which increase knowledge and skill related to:
(i) creating a literate environment that fosters interest and growth in all aspects of literacy, including reading, writing, listening, speaking and thinking;
(ii) the value of reading aloud to learners;
(iii) student opportunities to understand various purposes and functions for reading/writing, to view reading/writing as relevant to themselves, to write and have their writing responded to in a positive way;
(iv) an understanding of environmental factors that can influence student performance on measures of reading achievement;

(v) recognition and appreciation of the role and value of language and dialect in the reading and learning process; and

(vi) parent involvement in cooperative efforts to help students with reading development;

(g) the organization, management, and evaluation of staff development programs which:

(i) include ongoing training, assisting teachers with instruction, promoting and modeling flexible application of effective instructional strategies;

(ii) engender collegiality with other literacy professionals through regular conversations, discussions, and consultations about learners, literacy theory, and instruction;

(iii) promote and facilitate teacher- and classroom-based research; and

(iv) understand and use multiple indicators of professional growth;

(h) development, management, and evaluation of researched-based effective reading/literacy approaches that:

(i) recognize the importance of implementing reading/ literacy programs designed to meet the needs of readers and writers;

(ii) involve parents in cooperative efforts to help students with reading development;

(iii) help students use technology, print and non-print media effectively;

(iv) recognize the importance of time for the reading of extended text for authentic purposes;

(v) encourage higher-order skills through activities that encourage reflective and critical thinking, problem-solving and decision-making which are integrated across the curriculum;

(vi) provide alternative instructional opportunities based on student needs, learning styles, rates of progress, interests and strategies for effective instruction;

(vii) include a variety of assessment practices to improve student learning and motivation; and

(viii) provide opportunities for creative responses to text;

(i) the integration of the reading/writing process with all content areas through collaboration with teachers, other specialists, administrators, support personnel, parents and others by:

(i) providing leadership in the area of reading and literacy in cooperation with professionals;

(ii) serving as a resource in the area of reading and literacy education for teachers, administrators, parents and the community;

(iii) involving parents in cooperative efforts to help students with reading and literacy development; and

(iv) communicating information and translating latest research about programs and data about reading to the media, policy makers, and the general public;

(j) on-going assessment practices that:

(i) reflect the complex nature of reading, writing, language and thinking;

(ii) include high-quality text, a variety of genre and a range of authentic literacy tasks;

(iii) involve multiple indicators of learner progress which align instruction and learning and assess learner attitudes;

(iv) include appropriate applications of research-based and innovative assessment approaches; and

(v) provide for teacher and student self-reflection;

(k) professional literacy organizations which provide information, research and resources to the reading professional (i.e., international reading association, state and local reading organizations).

10.58.522 SCIENCE (1) The broadfield major shall include a concentration in one of the endorsable disciplines that is coupled with balanced study in three other endorsable science disciplines. Science disciplines selected shall adhere to a scope and sequence approach which ensures a thorough grounding in the basic philosophy, theory, concepts and skill associated with the National Science Education Standards. Curricula leading to a certificate in a science area must meet (2), generally, and (3) through (8), specifically.

(2) Common standards for the program shall provide:

(a) a thorough preparation in inquiry based learning in more than one of the sciences. This preparation shall include:

(i) both breadth and depth of knowledge in science as reflected by the National Science Education Standards;

(ii) competency in basic mathematics, statistics, and technological applications including computer applications to science teaching; and

(iii) preparation and experience in environmental science;

(b) the experience through guided and facilitated learning to interpret and communicate science research to others;

(c) instruction which models learning environments with extended time, appropriate space, and resources with equipment and technology typically found in the contemporary secondary classroom;

(d) an understanding and experience of how to develop and maintain the highest levels of safety in classrooms, stockrooms, laboratories, and other areas related to instruction in science;

(e) experiences in formative and summative assessment techniques which model a variety of authentic and equitable assessment strategies that ensure the continuous intellectual, social and personal development of the learner in all aspects of science; and

(f) experiences in understanding science which model an interdisciplinary approach.

(3) The physical science program shall:

(a) provide conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change, constancy, measurement, evolution and equilibrium, form and function;

(b) engage prospective teachers regularly and effectively in exploration and inquiry in all aspects of the natural environment;

(c) require systematic and quantitative study of the fundamental topics in chemistry and physics interrelated and illustrated with descriptive and historical perspectives, as well as the applications of physical science in society;

(d) require study in mathematics, including a working knowledge of calculus;

(e) provide opportunities to study the interaction of chemistry and physics with technology in contemporary health, ethical, and human issues;

(f) require course work in biology or earth science, emphasizing the interrelationships among the sciences and their relationships to physical science; and

(g) require experience in designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, facilities, and chemicals which support and enhance curricula and instruction in the physical sciences.

(4) The earth science program shall:

(a) provide conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;

(b) engage prospective teachers regularly and effectively in exploration and inquiry in all aspects of the natural environment;

(c) require systematic and quantitative study of the fundamental topics in earth science, interrelated and illustrated with descriptive and historical perspectives, as well as the applications of earth science in society;

(d) require course work in astronomy, geology, paleontology, meteorology, and oceanography, and their relationships with each other;

(e) require course work in biology, chemistry, or physics, emphasizing the interrelationships among the sciences and their relationships to earth science;

(f) require study in mathematics including a working knowledge of trigonometry and statistics;

(g) provide opportunities to study the ethical and human implications of such contemporary issues as the impact of technologies on the lithosphere, atmosphere, hydrosphere, and biosphere; and

(h) include experiences in designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment and facilities which support and enhance curricula and instruction in earth science. Techniques and strategies for using the local environment as a teaching/learning laboratory must be emphasized.

(5) The biology program shall:

(a) provide conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;

(b) engages prospective teachers regularly and effectively in exploration and inquiry in all aspects of the natural environment;

(c) include study and experiences emphasizing living organisms including laboratory and field studies promoting investigation, inquiry, applications of biology in social and historical perspectives, and the use of experimental methods;

(d) include course work in zoology, botany, physiology, genetics, ecology, microbiology, cell biology/biochemistry, and evolution, and their relationships with each other;

(e) include study in mathematics including a working knowledge of probability and statistics;

(f) include course work in physics, chemistry or earth science emphasizing the interrelationships among the sciences;

(g) provide opportunities to study the relationships between biology and molecular genetics and the impacts of biology/technology upon humans and their environment including ethical implications; and

(h) provide experiences in designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, facilities, and specimens which support and enhance curricula and instruction in biology.

(6) The chemistry program shall:

(a) provide conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;

(b) engage prospective teachers regularly and effectively in exploration and inquiry in all aspects of the natural environment;

(c) include systematic and quantitative study of the fundamental topics in chemistry, interrelated and illustrated with descriptive and historical perspectives, as well as the applications of chemistry in society;

(d) include course work in organic, inorganic, analytical, physical, and biochemistry, and their relationships with each other;

(e) include course work in physics, biology, or earth science emphasizing the interrelationships among the sciences;

(f) include study in mathematics, including a working knowledge of calculus;

(g) provide opportunities to study the interaction of chemistry and technology in contemporary health, ethical and human issues (e.g., the effects of synthetic molecules and food additives on life systems and the disposal of toxic chemical wastes); and

(h) provide experiences in designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, facilities, and chemicals which support and enhance curricula and instruction in chemistry.

(7) The physics program shall:

(a) provide conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;

(b) engage prospective teachers regularly and effectively in exploration and inquiry in all aspects of the natural environment;

(c) include systematic and quantitative study of the fundamental topics in physics, interrelated and illustrated with descriptive and historical perspectives, as well as the applications of physics in society;

(d) include course work in classical mechanics, electricity and magnetism, heat and thermodynamics, waves, optics, atomic and nuclear physics, radiation and radioactivity, relativity, and quantum mechanics, and their relationships with each other;

(e) include course work in biology, chemistry or earth science emphasizing interrelationships among the sciences;

(f) require study in mathematics, including an introduction to differential equations;

(g) provide opportunities to study the interaction of physics and technology in contemporary health, ethical, and human issues (e.g., power plant siting and waste disposal, long-range energy policies, and the effects of radiation on living systems); and

(h) provide experiences in designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment and facilities which support and enhance curricula and instruction in physics.

(8) The broadfield science program shall:

(a) provide conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;

(b) engage prospective teachers regularly and effectively in exploration and inquiry in all aspects of the natural environment;

(c) require systematic and quantitative study of the fundamental topics in biology, chemistry, physics and earth science including descriptive and historical perspectives, as well as the applications of these sciences in society;

(d) include study and experiences emphasizing interrelationships among all the sciences, as well as between the sciences and other areas of study such as mathematics;

(e) include the study of mathematics, including a working knowledge of calculus and statistics;

(f) emphasize the relationships between science and technology and the impacts of science and technology upon humans and the environment;

(g) provide experiences in designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, facilities, chemicals, and specimens which support and enhance curricula and instruction in all sciences including laboratory and field studies that promote investigation and inquiry, and the use of experimental methods;

(h) require preparation in the earth sciences including course work in astronomy, geology, paleontology, meteorology and oceanography, and their relationships with each other;

(i) require preparation in biology including course work in zoology, botany, physiology, genetics, ecology, microbiology, cell biology/biochemistry, and evolution, and their relationships with each other. This preparation must include study and experiences emphasizing living organisms;

(j) require preparation in chemistry including course work in organic, inorganic, analytical, physical and biochemistry and their relationships with each other; and

(k) require preparation in physics including course work in classical mechanics, electricity and magnetism, heat and thermodynamics, waves, optics, atomic and nuclear physics, radiation and radioactivity, relativity, and quantum mechanics, and their relationships with each other.

10.58.523 SOCIAL STUDIES (1) For the prospective social studies teacher the program may follow the subject-major/minor pattern or the broadfield major pattern. Subject-major/minor endorsement programs are limited to economics, geography, government, history, psychology, and sociology. The "broadfield" social studies endorsement includes course work in history and government and at least one additional field of study chosen from economics, geography, psychology, or sociology.

(a) For the prospective teacher in each identified area the program shall:

(i) require completion of a course dealing specifically with the social studies curriculum and with a wide range of methods and resources for the instruction of that curriculum to middle and high school students;

(ii) require completion of multiple clinical experiences that begin early in the professional program and culminate in a student teaching experience lasting at least 10 weeks and supervised by qualified professionals; and

(iii) provide instruction by faculty in all components of the program with expertise in their fields of specialization.

(b) The broadfield social studies endorsement program shall require completion of a minimum of:

(i) 24 semester credits in history;

(ii) 15 semester credits in government; and

(iii) 12 semester credits in one of the following areas of study:

(A) economics;

(B) geography;

(C) psychology; or

(D) sociology.

(c) The economics endorsement program shall require systematic study of:

(i) economic theory;

(ii) the basic economic problems confronting societies and the examination of the ways in which economic systems seek to resolve the three basic economic problems of choice (i.e., determining what, how, and for whom to produce) that are created by scarcity and environmental impact;

(iii) the basic economic goals for society, including freedom of choice, ethical action, efficiency, equity, full employment, price stability, growth, and security;

(iv) the nature of comparative economic systems, including:

(A) the organization and importance of the international economic system;

(B) the distribution of wealth and resources on a global scale;

(C) the struggle of the "developing nations" to attain economic independence and a better standard of living for their citizens;

(D) the role of the transnational corporation in changing rules of exchange; and

(E) the influence of political events on the international economic order.

(d) The geography endorsement program shall require systematic study of:

(i) the geographic themes of location (absolute and relative), place (physical and human characteristics), human-environment interaction (relationships within places), movement (of people, goods, and ideas), and regions (how they form and change);

(ii) physical geography including solid earth, atmosphere, oceans, landforms, soils, and biogeography;

(iii) human geography, including cultural, social, historical, political, and economic concerns; and

(iv) the use of maps and other tools of geographical investigation or presentation.

(e) The government endorsement program shall require systematic study of:

(i) the nature of individual dignity, popular sovereignty, political power and political authority;

(ii) American democracy as a form of government based on federalism, separation of powers, checks and balances, civil rights and liberties, elected representation, and popular participation;

(iii) the organization, powers, and politics of the national, state, tribal and local units of American government;

(iv) the role of public opinion, elections, interest groups, and political leaders in building compromise and policy making;

(v) the American political system compared with forms of government and politics of other countries of the world and of American Indian tribes; and

(vi) the nature of international relations and the principles and organizations that are used to mediate multinational conflict and achieve multinational order.

(f) The history endorsement program shall require systematic study of:

(i) the origin, development, and ramifications of present local, national, and world affairs;

(ii) the skills of chronological thinking, analysis of evidence, and interpretation of the historical record; and

(iii) the cultural, economic, political, scientific/technological, and social activity of humans in the analysis of contemporary issues and problems.

(g) The psychology endorsement program shall require the systematic study of:

(i) the basic psychological theories including developmental, personality, learning, motivation, cognition, biological/physiological, social behavior, and psychological disorders;

(ii) the applying of the processes of scientific inquiry and descriptive statistics to questions concerning human behavior;

(iii) the behaviors which are most effective in coping with stresses in life and in improving interpersonal relationships;

(iv) human development in terms of physiological, social, and environmental influences throughout the lifespan; and

(v) the theories and factors which contribute to psychological dysfunction of individuals and families.

(h) The sociology endorsement program shall require systematic study of:

(i) the basic structure and history of the world's social systems;

(ii) the factors which hold groups together or which change and weaken them;

(iii) the application of knowledge and techniques to practical problems in the every day world of individuals, groups, organizations, and government; and

(iv) the importance of cultural diversity in contemporary society.

10.58.524 COMMUNICATION (1) For the prospective educator in the field of interpersonal and/or speech communication, the program shall:

(a) Provide a structural framework which demonstrates:

(i) explicit goals, procedures and rationales in an identifiable program for prospective communication teachers;

(ii) articulation of program goals, procedures and rationales to faculty, students, and administrators;

(iii) the effort to integrate on-campus content and methods and field experiences in appropriate K-12 classrooms throughout the program; and

(iv) the modeling of pedagogy and attitudes which reflect and apply knowledge of current research on the theory and practice of teaching communication;

(b) Provide understanding of and performance proficiency with respect to the following areas:

(i) the composing process, including research, organization and context development;

(ii) theory of human communication:

(A) symbolic development;

(B) transference of meaning, both cognitively and affectively;

(C) nonverbal communication; and

(D) language, including social and cultural factors affecting language use;

(iii) context (practices) of human communication, including the following:

(A) public speaking;

(B) rhetoric;

(C) argumentation;

(D) persuasion;

(E) oral interpretation;

(F) interpersonal, small group, organizational communication;

(G) cross-cultural communication;

(H) mass media and society; and

(I) listening;

(iv) diagnostic techniques, progress assessment, and prescriptions for improving students' formal and informal communication skills;

(c) Provide a pedagogy for interpersonal communication, which includes:

(i) selecting, designing, organizing and employing objectives, effective instructional strategies, and resources for a communication program;

(ii) the ability to organize, develop, and administer co-curricular programs which direct student experiences in performance events; and

(iii) designing or selecting appropriate assessment methods and helping students assess others and themselves;

(d) Develop positive attitudes for teaching communication, including:

(i) a concern for students;

(ii) commitment to professional growth; and

(iii) awareness of pupil social and cultural backgrounds affecting symbolic cognition.

10.58.525 TRADES AND INDUSTRY (1) For the prospective teacher the program shall provide:

(a) a curriculum that considers current design and implementation practices from the following sources:

(i) national professional organizations;

(ii) Montana school accreditation standards;

(iii) local public school standards and curricula;

(iv) industrial standards;

(v) advisory boards of industrial leaders; and

(vi) reflected in curricular design, course outline, instructional strategies and evaluation of student work;

(b) courses in applied mathematics, science, communication and related areas in general education components to provide depth and breadth of content; and

(c) appropriate studies in the areas in which the graduate will teach including:

(i) safety in the work place;

(ii) fundamental knowledge about technology and its application to trades and industry;

(iii) information about industry's organization, personnel systems, techniques, resources, products and social impacts;

(iv) skills in developing and using trades and industry youth organizations as a means of promoting positive personal traits and teaching leadership skills;

(v) specific training in the safe use of equipment in each trade and industry area studied;

(vi) awareness in cooperation with the private sector in forming partnerships, advisory boards, job shadowing, and involving the trades and industry world into the curriculum;

(vii) provide for the planning, maintenance, and management of laboratory facilities;

(viii) provide gender equitable opportunities;

(ix) prepare students for post-secondary education, depending on personal goals; and

(x) an awareness of the rules and regulations dealing with vocational certification, education, and funding.

10.58.526 TRAFFIC EDUCATION (1) For the prospective teacher the program shall:

(a) provide an understanding of the state requirements for approval of a traffic education program, i.e., school and teacher, student age, scheduling, program length, and liability;

(b) provide an understanding of the state requirements to be eligible as an approved teacher of traffic education, i.e., teaching certificate, driver's license, driving record, and specific coursework;

(c) provide an understanding of the state requirements regarding vehicle usage, i.e., required and recommended equipment, maintenance, identification, vehicle use and restrictions, licensing, and insuring;

(d) provide an understanding of the general administrative procedures and policies required for conducting an approved traffic education program, i.e., approval and reimbursement forms;

(e) develop an understanding of the driver licensing process and the responsibilities associated with having that license;

(f) provide for a working knowledge and administration of the cooperative driver testing program leading to instructor certification;

(g) provide for a working knowledge of perceptual and physical screening techniques;

(h) develop an understanding of the Uniform Vehicle Code, motor vehicle laws of Montana, and due process;

(i) develop an understanding of the consequences resulting from violations, i.e., driving record, loss of driving privilege, higher insurance premiums, license retesting;

(j) develop the ability to assist students in examining and clarifying their beliefs, attitudes, and values as they relate to general safety;

(k) develop an awareness of the importance of positive attitudes toward safe driving, i.e., mental, social and physical tasks performed through a decision-making process;

(l) develop an understanding of the safe interaction of all elements of the highway transportation system, i.e., pedestrians, bicyclists, passengers, motorcyclists, drivers, vehicles and roadways;

(m) develop an understanding of the responsibilities of vehicle ownership, i.e., basic mechanical operation, maintenance, and insuring;

(n) develop an understanding of vehicle dynamics as they relate to operator control and the effects of occupant restraint systems;

(o) provide for the study of current traffic education issues, i.e., parent involvement, zone control, reference points, aggressive driving, and graduated driver licensing;

(p) provide opportunities for student teaching experiences in classroom and behind-the-wheel situations under the direct supervision of a qualified teacher;

(q) develop an awareness of the need to provide a variety of appropriate driving experiences enhanced through an assortment of teaching and learning methods;

(r) provide opportunities to demonstrate sequential driving skills in the repeated safe operation of a motor vehicle, i.e., controlled but varied situations and environments;

(s) provide knowledge, application, and evaluation of specific student competencies, i.e., vehicle control, roadway markings, maneuvers, intersections, and highways;

(t) develop an awareness of specific competencies as defined by recognized agencies and organizations, i.e., office of public instruction, and American driver and traffic safety education association;

(u) provide for the study of visual perceptual skill development, i.e., IPDE process, Smith system, and defensive driving principles;

(v) provide opportunities to experience and develop an understanding of driving skills required to successfully handle adverse and emergency situations;

(w) provide for the study of accident facts, causation, and current injury prevention strategies;

(x) provide for the study of the physiological and psychological influences of alcohol and drug abuse as they relate to use of the highway transportation system;

(y) provide skills and techniques and strategies to integrate traffic education into the K-12 curriculum;

(z) develop skills and techniques, and provide potential equipment, to assist learning for students with special needs;

(aa) develop an understanding of techniques and strategies to integrate traffic education into the K-12 curriculum;

(ab) develop the ability to identify and implement teaching trends and materials which will help assure continued program enhancement;

(ac) develop an understanding of, and provide tools for, student and program assessment;

(ad) provide current information on appropriate resources and how to establish an effective support network; and

(ae) encourage professional growth through continuing education and involvement in appropriate professional organizations.

10.58.527 AREAS OF PERMISSIVE SPECIAL COMPETENCY

(1) Programs designed for teachers who hold a regular Montana teaching certificate and desire skills in a non-endorsement field to appear on the teaching certificate shall:

(a) Meet the standards for the area of permissive special competency as approved by the board of public education and outlined below; and

(b) When specified, have laboratory experiences under the jurisdiction of the preparing institution.

(2) Programs must include a minimum of 20 semester (30 quarter) credits of preparation.

(3) Permissive special competency programs for early childhood are limited to an "add-on" to elementary endorsement, may be offered as a minor to elementary education or as an approved program for the addition of early childhood education,

and is designed for prospective teachers of children ages eight and under. The program shall provide coursework and experience in the following areas:

(a) Regarding child development and learning, programs prepare early childhood professionals who:

(i) demonstrate understanding of the conditions that affect children's development and learning including risk factors, developmental variations, and developmental patterns of specific disabilities;

(ii) create and modify environments and experiences to meet the individual needs of all children including children with disabilities, developmental delays, and special abilities;

(iii) affirm and respect the differences in all children including culturally and linguistically diverse children, support home language preservation, and promote anti-bias approaches through the creation of learning environments and experiences;

(iv) describe influences on children's development and learning including socio-cultural and political contexts, economic backgrounds, sex roles, parenting styles, siblings, birth order, temperament, child care, schooling, prenatal variables, and recognize that children are best understood in the contexts of family, culture, and community; and

(v) articulate an understanding of developmental stages processes, theories of development and learning and their implications for developmentally appropriate practice.

(b) Regarding ability to establish and maintain physically and psychologically safe and healthy learning environments for children, programs prepare early childhood professionals who:

(i) provide basic health, nutrition and safety management procedures for infants, toddlers, and young children as well as basic health and safety management and procedures regarding childhood illness and communicable disease;

(ii) provide appropriate health appraisals and referral procedures to appropriate community health and social services when necessary;

(iii) identify hazards, assess risks, and provide appropriate corrective steps in early childhood settings;

(iv) assist young children in developing decision-making and interpersonal skills to promote good health and personal safety;

(v) demonstrate an understanding of the influence of the physical setting, schedule, routines and transitions on children and use these experiences to promote children's development and learning;

(vi) demonstrate an understanding of the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health and the importance of supportive relationships; and

(vii) recognize signs of emotional distress, child abuse, and neglect in young children and understand their responsibility and the procedures for reporting known or suspected abuse or neglect to appropriate authorities.

(c) Regarding curriculum development and implementation, programs prepare early childhood professionals who:

(i) develop and implement an integrated curriculum based upon themes, topics and projects that are relevant, meaningful and conceptually sound and which take into account culturally valued content and children's home environment;

(ii) integrate multicultural/anti-bias themes, literature, and experiences in all curriculum areas;

(iii) use developmentally appropriate methods that include play, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children in problem-solving, decision making, and to become independent learners and develop intellectual curiosity;

(iv) create and manage a learning environment that emphasizes direct experience, active manipulation of concrete materials, child choice and decision-making, exploration of the environment and interaction with others;

(v) demonstrate current knowledge of and ability to develop and implement meaningful, integrated learning experiences, using the central concepts and tools of inquiry in curriculum and content areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, technology, drama and movement; and

(vi) plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, and state and national curriculum standards.

(d) Regarding guidance, programs prepare early childhood professionals who:

(i) exhibit knowledge of indirect guidance techniques and their effect upon children including appropriate scheduling, room arrangement, activities, materials, and transitions;

(ii) modifying situations to prevent problems and modeling appropriate behavior;

(iii) use direct group and individual guidance techniques with an emphasis on children learning and gaining in self-discipline, e.g., messages, reflecting feelings, natural and logical consequences, redirection, and problem solving; and

(iv) establish a pro-social environment which is characterized by mutual trust, respect, and cooperation and_which encourages interpersonal problem solving, development of self-control and enhancement of self-esteem.

(e) Regarding assessment and evaluation, programs prepare early childhood professionals who:

(i) use informal and formal assessment strategies as an on-going integral part of planning and individualizing curriculum and teaching practices, such as:

(A) observe, record and assess young children's development and learning and engage children in self-assessment for the purpose of planning appropriate programs, environments, and interactions and adapting for individual differences;

(B) develop and use authentic, performance-based assessments of children's learning to assist in planning and to communicate with children and parents;

(C) participate and assist other professionals in conducting family-centered assessments; and

(D) communicate assessment results and integrate assessment results from others as an active participant in the development and implementation of individualized education plan (IEP) and individual family service plan (IFSP) goals for children with special developmental and learning needs;

(ii) develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families and the community.

(f) Regarding disabilities, programs prepare early childhood professionals who:

(i) adapt strategies and environments to meet the specific needs of all children including those with disabilities, developmental delays, or special abilities;

(ii) participate in and assist other professionals in family-centered assessments and in developing and implementing individualized service and educational plans for young children;

(iii) articulate the rationale for early intervention services; and

(iv) identify available community services for the young child and their family.

(g) Regarding families and community relations, programs prepare early childhood professionals who:

(i) explain to parents and other concerned individuals the fundamentals of child growth and development and learning;

(ii) articulate the rationale for developmentally appropriate education programs for young children and the need for community support for such programs;

(iii) identify services that provide information and support for families and children and the role of related disciplines in supporting young children and their families;

(iv) explain roles of parents as primary caregivers and informal teachers of young children, understand the importance of parents' expectations for their children, and acknowledge the collaborative role of parents and teachers in early childhood programs;

(v) apply family systems theory, knowledge of the dynamics, roles and relationships within families and communities;

(vi) demonstrate sensitivity to differences in family structures and social and cultural backgrounds; and

(vii) establish and maintain positive, collaborative relationships with families, such as:

(A) respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress;

(B) involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities; and

(C) support parents in making decisions related to their child's development and parenting.

(h) Regarding professionalism, programs prepare early childhood professionals who:

(i) reflect on their practice, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others (young children, parents, and other professionals) as a basis for program planning and modification and continuing professional development;

(ii) interpret historical, philosophical, and social foundations of early childhood education and their effect on current practices and future trends;

(iii) demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession;

(iv) work collaboratively with professionals (including volunteers) to maintain a safe and developmentally appropriate environment;

(v) serve as advocates on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators;

(vi) demonstrate awareness of and commitment to the profession's code of ethical conduct;

(vii) demonstrate an understanding of basic principles of administration, organization, and operation of early childhood programs including supervision of staff and volunteers and program evaluation; and

(viii) actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.

(i) Regarding field experiences and professional internships, programs prepare early childhood professionals who:

(i) observe and participate under the supervision of qualified professionals in a variety of exemplary settings in which young children are served (such as public and private centers, schools, and community agencies);

(ii) work effectively over time with children of diverse ages (infants, toddlers, preschoolers, or primary school-aged), with children with diverse abilities, with children reflecting culturally and linguistically diverse family systems;

(iii) demonstrate the ability to work effectively during full-time (usually at least 300 clock hours-supervised student teaching) and/or practice experiences in at least two different exemplary settings, serving children of two different age groups (infant/toddler, preprimary, or primary age) and with varying abilities; and

(iv) analyze and evaluate field experiences, including supervised experience in working with parents, and supervised experience in working with interdisciplinary teams of professionals.

(4) For permissive special competency standards for gifted students K-12 the program shall prepare the prospective teacher to serve the educational needs of gifted (high ability/high potential) students by providing:

(a) Knowledge of the characteristics of gifted students and an understanding of how to utilize appropriate tests and other documentation to formally identify gifted students;

(b) Knowledge of the curriculum needs that result from the characteristics of individual gifted students and an understanding of how to apply the appropriate curriculum strategies to vary the pace, breadth, and depth of the curriculum through acceleration; differentiation of the content, process and product; and subject enrichment;

(c) Knowledge of the unique learning styles of gifted learners and an understanding of how to apply that knowledge to modify the learning environment and activities to match the style(s) of the individual student;

(d) Knowledge of how the social/emotional characteristics of gifted children create different needs that may impact the school and family and an understanding of how to apply appropriate strategies to minimize negative impacts upon the ability of the gifted student to learn;

(e) Knowledge of the need for gifted students to be challenged by participation with their mental peers, and an understanding of how to meet that need by providing a variety of options in the learning environment;

(f) Knowledge of how the school environment and characteristics of gifted students cause some high ability/high potential students to achieve at levels far below their potentials and an understanding of how to apply appropriate interventions; and

(g) Knowledge of the nature of, and need for, team approaches and an understanding of how to effectively apply these strategies in order to provide the best possible school climate and total curriculum services for gifted students.

10.58.528 COMPUTER SCIENCE (1) A computer science teaching endorsement prepares an instructor to teach courses where computers, and related forms of technology, are the object(s) and focus of instruction. Computer science teachers must be prepared to teach computer science, including programming and literacy courses, and be prepared to adapt to the rapid changes in the field of computing; therefore, for the prospective teacher the program shall:

(a) include computer science prerequisites consistent with, and substantially beyond that which a teacher may be expected to teach;

(b) include algorithm design, analysis, and implementation in a programming language, and data structures, and abstract data types covering:

(i) problem solving techniques and strategies;

(ii) algorithm design methodologies;

(iii) algorithm verification;

(iv) algorithm analysis;

(v) data structures and abstract data types;

(vi) at least two programming languages, including object-oriented programming and/or other current programming trends; and

(vii) program testing;

(c) provide a cohesive introduction to the major subject areas of the discipline of computer science, including;

(i) algorithms and data structures;

(ii) programming languages;

(iii) architecture and machine-dependent programming;

(iv) numerical and symbolic computing;
(v) operating systems and networks;
(vi) software methodology and engineering;
(vii) database and information retrieval;
(viii) artificial intelligence and robotics; and
(ix) human-computer interaction;
(d) provide a broad knowledge and development of computer science through:
(i) team software development; and
(ii) demonstrated written and oral communication skills;
(e) develop a functional awareness of computing issues, including:
(i) the history of computing;
(ii) current trends and future directions in computing;
(iii) career opportunities in computing;
(iv) ethical and moral obligations in the use of computer hardware and software;
(v) impacts of computing on society;
(vi) practical, hands-on experience with widespread software applications, including:
(A) productivity tools;
(B) communications and networking;
(C) multimedia/authoring tools;
(D) instructional software; and
(E) operating systems software;
(f) equip teachers to deal with computing issues unique to the classroom, including:
(i) computer hardware and software management such as hardware setup, software installation, and user and network level hardware and software trouble-shooting and maintenance;
(ii) available resources such as journals, sources of computer hardware and software, relevant conference titles, and professional organizations;
(iii) a study of effective pedagogical uses of computers;
(iv) hands-on use of hardware, software, and operating systems common in schools;
(v) advanced placement (AP) course development;
(vi) include trends in computing curricula.

Sub-Chapter 6

Curriculum Principles and Standards: Advanced Programs

10.58.601 PROGRAM PLANNING AND DEVELOPMENT (1) A single, designated administrative unit shall be responsible for assuring the quality of post-baccalaureate programs in education. This unit shall:
(a) share aspects of this responsibility with appropriate units or committees;
(b) see that the responsibility is unified, specific, widely understood, and generally accessible;
(c) make clear provisions for communication, cooperation, and coordination within institutions operating several programs;
(d) provide information about program objectives, unique and cooperative provisions, and the means of program evaluation; and

(e) make information on program evaluation accessible.

(2) Those institutions offering both undergraduate and graduate programs shall be consistent in the programs' philosophy, principles, and objectives.

(3) The institutions shall be responsible for designing programs within the meaning and scope of teacher education objectives and within the guidelines of its governing board.

(4) The board of public education is responsible for stimulating the development of program objectives and for evolving and carrying out appropriate procedures for teacher certification.

(5) All advanced programs shall include the following:

(a) publication of specific program objectives and outlines that show how those objectives can be achieved. When two or more related objectives are served within one broad program, the provisions for achieving each shall be made clear;

(b) provisions for maintaining quality and depth of scholarship appropriate to the program objectives;

(c) a breadth of coverage that enables the preparing teacher to develop supporting and related skills and insights in addition to a major emphasis;

(d) program support from adequate staff, equipment, special facilities, including library, and any other general institutional support that maximizes the quality of each program;

(e) a program of supervised practical experience in curricula designed to develop initial competence in teaching or in an area of education specialization. This program shall develop skill in and serve as a basis for evaluating the preparing teacher's performance and recommending appropriate certification and/or masters degree. Adequate time for both on- and off-campus experiences shall be provided to permit adaptation to individual student backgrounds and objectives; and

(f) evaluating and recommending graduate students (with reference to their special competencies in terms of specific program objectives) for certification.

(6) The institutions' operating controls shall guarantee the integrity of each program and shall include:

(a) an advisory system for advanced study programs which:

(i) reflects attention to individual student potential,

(ii) uses all instructional resources, and

(iii) recognizes the rapid growth of knowledge;

(b) selective admission and retention procedures to maintain quality students in each program;

(c) student evaluation and degree requirements to support the admission and selective retention procedures as well as maintain harmony with program objectives that are beyond general institutional requirements;

(d) program evaluation procedures to assure continued professional appraisal and improvement;

(e) residence requirements academically appropriate to the applicable program objectives; and

(f) internal provisions to give evidence of harmony between objectives and prerequisites, to the effect that they form a consistent and interrelated whole.

10.58.602 TEACHING AREAS: ADVANCED PROGRAMS

(1) Admission to such programs shall be open to persons who already hold a regular teaching certificate in a teaching field. The emphasis, in both content and rigor, should be on advanced study in that field.

(2) Learning procedures shall be appropriate to the competence of the students and their growing knowledge in the area of specialization.

(3) The content of special area programs and/or professional education shall provide:

(a) breadth in the field;

(b) the detailed study of one or more specialized aspects of the field; and

(c) access to new research and developments.

10.58.603 ASSESSMENT OF ADVANCED PROGRAMS (1) Advanced programs shall meet or exceed standards of performance equivalent to those established for national professional education accreditation for candidate competence and program quality. Experienced teachers in graduate programs should build upon and extend their prior knowledge and experiences to improve student learning in classrooms and their own teaching.

(a) They further develop their knowledge, skills, and dispositions to meet standards equivalent to the propositions of the national board for professional teaching standards for the advanced certification of teachers.

(b) These candidates should demonstrate:

(i) their commitment to students and their learning;

(ii) their content knowledge and ability to facilitate students' learning the content;

(iii) their ability to manage and monitor student learning;

(iv) their ability to think systematically about their practice and learn from experience; and

(v) their involvement as members of learning communities.

(2) Candidates preparing to work in schools as computing specialists, educational communications and technology specialists, curriculum and instruction specialists, principals, reading specialists or supervisors, school administrators, school counselors, school media specialists, school psychologists, school superintendents, and other professional school roles are expected to demonstrate the knowledge, skills, and dispositions necessary to meet professional, state, and institutional standards.

(a) Candidates in these graduate programs also develop their ability to apply in their professional roles research, research methods, and knowledge of learning and practices that support learning.

(3) Candidates preparing for support roles in schools (e.g., educational leaders, reading specialists, school psychologists, and school library media specialists) demonstrate the knowledge, dispositions, and performance identified by the profession and reflected in national and state standards and assessments for the field.

(a) These candidates are aware of the scope and purposes of the assessments used by the unit and its programs, as well as how, when, and against what criteria, their knowledge and skills are evaluated throughout their preparation.

(b) The unit uses multiple assessments to determine what candidates know and are able to do.

(c) It develops and assesses performance in well-planned and sequenced field experiences and in clinical practice where knowledge, disposition, skills and effect on student learning are observed and evaluated.

Sub-Chapter 7

Specializations: Supervisory and Administrative Programs

10.58.701 SUPERVISORS (1) For the prospective supervisor the program shall provide:

(a) well-defined criteria for admission, including professional field work in the schools;

(b) increased understanding of the crucial and dynamic role of the school in our culture and the development of the knowledge and skills needed to focus school resources on recognized social concerns;

(c) an advanced level of preparation that emphasizes recent research and new developments in the area to be supervised;

(d) planning and implementing an instructional management system which includes learning objectives, curriculum design, and instructional strategies and techniques that encourage high levels of achievement. This competency shall include:

(i) curriculum design and instructional delivery strategies;

(ii) instructional and motivational psychology;

(iii) alternative methods of monitoring and evaluating student achievement;

(iv) management of change to enhance the mastery of educational goals;

(v) applications of computer management to instructional programs and administrative aids;

(vi) use of instructional time and resources; and

(vii) cost effectiveness and program budgeting;

(e) the understanding of learning theory and its application to the improvement of teaching;

(f) skill in school supervision, with emphasis on individual and group processes; and

(g) the acquisition of those skills deemed essential for effective supervision, including supervised experiences in school that offer opportunities to:

(i) observe how supervisors discharge their duties;

(ii) gain knowledge of essentials in successful school supervision;

(iii) acquire theoretical understanding of successful supervisory practices;

(iv) learn about school organization and the essentials of coordinating various aspects of the school program; and

(v) acquire supervisory competence through practice that is carefully assessed by administrative or supervisory personnel.

10.58.702 SCHOOL PRINCIPALS (IS HEREBY REPEALED)

10.58.703 SCHOOL SUPERINTENDENTS (IS HEREBY REPEALED)

10.58.704 SCHOOL PRINCIPALS AND SUPERINTENDENTS (1) For the prospective administrator the program shall include instruction leading toward competency in:

(a) designing, implementing and evaluating a school climate improvement program which includes mutual efforts by trustees, staff, parents, community members, and students to formulate and attain school goals. This competency shall include knowledge and skills in the following:

(i) human relations, organizational development, and leadership skills;

(ii) collaborative goal setting and action planning;

(iii) organizational and personal planning and time management;

(iv) participative management, variations in staffing;

(v) climate assessment methods and skills;

(vi) gender, multi-cultural and ethnic understanding; and

(vii) group process, interpersonal communication, and motivational skills.

(b) political theory and application of political skills in building local, state, and national support for education. This competency shall include knowledge and skills in the following:

(i) school and community public relations, coalition building, and related public service activities;

(ii) politics of school governance and operations;

(iii) political strategies to gain authorization for voted levies, building reserve funds, bond issues and other referenda;

(iv) lobbying, negotiating, collective bargaining, policy development and policy maintenance skills to assure successful educational programs;

(v) role and function of mass media in shaping and forming opinions; and

(vi) conflict mediation and the skills to accept and cope with inherent controversies.

(c) developing a systematic school curriculum that assures both extensive cultural enrichment, creative and technological activities, and mastery of problem solving. This shall include knowledge and skills in the following:

(i) planning methods to anticipate occupational trends and their educational implications;

(ii) taxonomies of instructional objectives and validation procedures for curriculum units and sequences;

(iii) theories of cognitive development and the sequencing and structuring of curricula;

(iv) development and application of valid and reliable performance indicators for instructional outcomes, including alternative methods of assessment;

(v) use of computers and other appropriate technologies; and

(vi) development and use of available cultural and community resources.

(d) planning and implementing an instructional management system which includes learning objectives, curriculum design, and instructional strategies and techniques that encourage high levels of achievement. This competency shall include knowledge and skills in the following:

(i) curriculum design and instructional delivery strategies;

(ii) instructional and motivational psychology; and

(iii) management of change to enhance the mastery of educational goals.

(e) designing staff development and evaluation systems to enhance effectiveness of educational personnel. This competency shall include knowledge and skills in the following:

(i) system and staff needs assessment to identify areas for concentrated staff development and resource allocation for new personnel;

(ii) use of system and staff evaluation data in personnel policy and decision-making;

(iii) appraisal of the effectiveness of staff development programming as it affects professional performance;

(iv) using effective supervision models as a staff improvement and evaluation strategy; and

(v) assessment of individual and institutional sources of stress and development of methods for managing that stress.

(f) allocating human, material, and financial resources to efficiently and accountably ensure successful student learning. This competency shall include knowledge and skills in the following:

(i) facilities planning, maintenance, and operation;

(ii) financial planning and cash flow management;

(iii) personnel administration;

(iv) pupil personnel services;

(v) legal concepts, regulations, and codes for school operation;

(vi) developing grant opportunities and effective grant writing skills; and

(vii) cost effectiveness and program budgeting.

(g) conducting research and using research finding in decision-making to improve long-range planning, school operations, and student learning. This competency shall include knowledge and skills in the following:

(i) research designs and methods including gathering, analyzing and interpreting data;

(ii) descriptive and inferential statistics;

(iii) evaluation and planning models and methods; and

(iv) selection, administration, and interpretation of evaluation instruments.

(h) understanding special education programs, Section 504 of the Rehabilitation Act, and the processes necessary for the management of such programs. The competency shall include knowledge and skills in the following:

(i) pre-referral and referral procedures;

(ii) intervention and inclusion programming; and

(iii) parental participation, their roles and rights.

(i) understand the purposes of, as well as the differences and interrelationships among, federal programs to include but not be limited to, elementary and secondary education act programs, Carl Perkins programs, Individuals with Disabilities Education Act part B and preschool, bilingual education, federal impact aid, USDA school food service programs, and subsequent variations. The competency shall include knowledge and skills in the following:

(i) finance, matching funds and maintenance of effort;
(ii) application, budgeting and evaluation procedures;
(iii) program administration;
(iv) program and fiscal accounting;
(v) reporting requirements;
(vi) legal issues; and
(vii) consortium formation.

Rules 10.58.705 and 10.58.706 reserved

10.58.707 SCHOOL PSYCHOLOGISTS (1) As a specialty within the profession of psychology, school psychology is founded in respect for the dignity and worth of each individual and in a commitment to furthered understanding of human behavior for the purpose of promoting human welfare.

(a) A commitment to understanding and responsiveness to human diversity is articulated and practiced throughout all aspects of the program, including admissions, faculty, coursework, practica and internship experiences.

(b) The program fosters a commitment to enhancing the strengths of critical socialization institutions such as families and schools through the delivery of school psychological services that are sensitive to the unique needs of systems and organizations, as well as effective in promoting mental health and the acquisition of competencies.

(2) The essential knowledge base for the professional practice of school psychology encompasses psychological foundations, educational foundations, interventions and problem solving, statistics and research methodologies, and professional school psychology.

(a) The program employs a systematic process that ensures that all students have a foundation in the knowledge base for the discipline of psychology. That knowledge base shall include:

(i) biological bases of behavior;
(ii) human learning;
(iii) social and cultural bases of behavior;
(iv) child and adolescent development; and
(v) individual differences.

(b) The program employs a systematic process that ensures that all students have a foundation in the knowledge base for education. That knowledge base shall include:

(i) instructional design; and
(ii) organization and operation of schools.

(c) The program employs a systematic process that ensures that all students possess the knowledge and professional expertise to collaborate with families and school- and community-based professionals in designing, implementing, and

evaluating interventions that effectively respond to the educational and mental health needs of children and youth. Areas of knowledge and practice shall include:

(i) assessment;

(ii) direct interventions, both individual and group; and

(iii) indirect interventions.

(d) The program employs a systematic process that ensures that all students are competent consumers of research and new knowledge, and are able to use diverse methodologies to evaluate professional practices and/or programs. That knowledge base shall include:

(i) research and evaluation methods;

(ii) statistics; and

(iii) measurement.

(e) The program employs a systematic process that ensures that all students have a knowledge base specific to the professional specialty of school psychology. That knowledge base shall include:

(i) history and foundations of school psychology;

(ii) legal and ethical issues;

(iii) professional issues and standards;

(iv) alternative models for the delivery of school psychological services;

(v) emergent technologies; and

(vi) roles and functions of the school psychologist.

(3) Practica are an essential component in the professional preparation of school psychologists. The program provides a sequence of closely supervised practica experiences through which students practice and are evaluated regarding their mastery of distinct skills consistent with the goals and objectives of the program.

(a) Practica experiences shall include:

(i) orientation to the educational process;

(ii) assessment for intervention;

(iii) direct intervention; and

(iv) indirect intervention.

(b) Practica experiences shall be distinct from and occur prior to the internship;

(c) Practica occur at time(s), are in settings, and are of sufficient length to be appropriate to the specific training objectives of the program;

(d) There is a direct and obvious relationship between practica experiences and the objectives for which the practica are intended;

(e) Practica experiences occur under conditions of supervision appropriate to the specific training objectives of the program;

(f) Practica experiences are provided appropriate recognition through the awarding of academic credit;

(g) Practica experiences occur with university involvement appropriate to the specific training objectives of the program;

(h) The quality of practica experiences is systematically evaluated in a manner consistent with the specific training objectives of the program;

(i) Practica experiences are conducted in accordance with current legal-ethical standards for the profession;

(j) The practica shall acquaint students with roles, responsibilities, and functions of other pupil service personnel, including the operation of interdisciplinary teams; and

(k) Practica experiences shall familiarize students with available school and community resources.

(4) The internship is the culminating experience in school psychology graduate preparation. A comprehensive internship experience is provided through which all students are required to demonstrate, under supervision, their ability to integrate knowledge and skills in providing a broad range of school psychological services. The internship experience reflects the following characteristics:

(a) The internship experience is provided at or near the end of the formal training period;

(b) The internship experience occurs on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive academic years;

(c) The internship experience is designed according to a written plan that provides the student opportunities to gain experience in the delivery of a broad range of school psychological services;

(d) The internship experience occurs in a setting appropriate to the specific training objectives of the program;

(e) The internship experience is provided appropriate recognition through the awarding of academic credit;

(f) The internship experience occurs under conditions of appropriate supervision. Field-based internship supervisors hold a valid credential as a school psychologist for that portion of the internship that is in a school setting. That portion of the internship, which appropriately may be in a non-school setting, requires supervision by an appropriately credentialed psychologist;

(g) Field-based internship supervisors are responsible for no more than two interns at any given time. University internship supervisors are responsible for no more than 12 interns at any given time;

(h) Field-based internship supervisors provide, on average, at least two hours per week of direct supervision for each intern;

(i) The internship is based on a positive working relationship and represents a collaborative effort between the university program and field-based supervisors to provide an effective learning experience for the student. University internship supervisors provide at least one on-site contact per semester with each intern and supervisor;

(j) The internship placement agency provides appropriate support for the internship experience including:

(i) a written contractual agreement specifying the period of appointment and the terms of compensation;

(ii) a schedule of appointment consistent with that of agency school psychologists;

(iii) provision for participation in continuing professional development activities;

(iv) expense reimbursement consistent with policies pertaining to agency school psychologists;

(v) an appropriate work environment including adequate supplies, materials, secretarial services, and office space;

(vi) release time for internship supervisors; and

(vii) a commitment to the internship as a training experience.

(k) The quality of the internship experience is systematically evaluated in a manner consistent with the specific training objectives of the program; and

(l) The internship experience is conducted in a manner consistent with the current legal-ethical standards of the profession.

(5) Systematic evaluation of coursework, practica, internship experiences, faculty, supervisors, and institutional resources is essential to monitoring and improving program quality.

(a) Systematic evaluation procedures are used to ensure the integrity and quality of the program. Different sources of information are used, as appropriate, to evaluate components of the program.

(b) The program employs a systematic process to ensure that all students, prior to the conclusion of the internship experience, are able to integrate domains of knowledge and applied professional skills in delivering a comprehensive range of services that result in measurable positive changes regarding the educational and mental health needs of children and youth.

(c) The program systematically collects, analyzes, and interprets process and performance evaluation data; results are used to improve the program.

(6) The following program level and structural requirements apply to both doctoral and specialist-level programs:

(a) The program shall limit the number of credit hours acquired through courses, seminars, and other learning experiences not open exclusively to graduate students to no more than one-third of the student's program;

(b) Program requirements exclude credit for undergraduate study, study that is remedial, or study which is designed to remove deficiencies in meeting requirements for program admission;

(c) A full-time continuous residency or an alternate planned experience is required for all students. Programs allowing alternate planned experiences as a substitute for full-time residency must demonstrate how those experiences are equivalent to experiences commonly associated with residency requirements; and

(d) The program shall provide an active continuing professional development program for practicing school psychologists.

Sub-Chapter 8

Innovative and Experimental Programs

10.58.801 TYPES OF PROGRAMS (1) Innovative and experimental programs include but are not necessarily limited to the following:

(a) new approaches: programs designed to develop new approaches, new arrangements, and/or new contexts for the preparation of school personnel.

(b) new positions: programs designed to prepare school personnel for new types of positions that are emerging in modern education.

(c) special needs: programs designed to meet the special needs of particular segments of society.

(d) specific curricular areas: programs designed for specific curricular areas for which recognized standards have not yet been developed.

10.58.802 STANDARDS FOR APPROVAL (1) The institution shall provide a clear statement justifying the request for the approval of an experimental or innovative program. That statement shall include the program's assumptions, rationale, and objectives.

(2) Each program shall:

(a) be based on a statement of the purpose and objectives of teaching in this area and upon a well-formulated statement of the nature of the public school program that is needed to accomplish these objectives. These statements shall:

(i) be prepared cooperatively by the agencies concerned with teacher education;

(ii) be based on analyses of current practices and trends in this field of the public school curriculum; and

(iii) be available in writing;

(b) include a clear statement of the competencies teachers need in this area. This statement of competencies shall:

(i) include attitudes, knowledge, understanding, skills, and the degrees of expertise teachers need;

(ii) be based on the program's statement of objectives outlined in subsection (2)(a) above; and

(iii) be available in writing;

(c) include a description of the process used to prepare personnel;

(d) develop provisions for keeping records of the students' progress in the program;

(e) make arrangements for systematic and scheduled program review by both the institution and the office of public instruction;

(f) be supported by identifiable human and physical resources that will be available throughout the duration of the program. Any resources not under the control of the institution shall be outlined and confirmed by the board of public education;

(g) include a timetable setting forth:

(i) the program's beginning and ending dates;

(ii) the sequence of activities that will occur;

(iii) selection and schedules of intervals for competency and program evaluations;

(iv) the approximate dates for submitting periodic program reports to the appropriate institutional officials and to the superintendent of public instruction;

(h) ensure that program evaluations have definite provisions for performance criteria and follow-up at specified intervals. The evaluations shall:

(i) be guided by a plan that defines and specifies the kinds of evidence that will be gathered and reported;

(ii) give information that identifies areas in the program that need strengthening;

(iii) be used to suggest new directions for program development.

(3) The preparing institution shall be responsible for the administration of the program. Within this responsibility it shall establish and designate the appropriate division, school, college or department within the institution to act on all matters relating to such program, according to general institutional policies.

Sub-Chapter 9

Standards for Approving Competency-Based or Performance-Based Programs

10.58.901 STANDARDS FOR APPROVING COMPETENCY-BASED OR PERFORMANCE-BASED PROGRAMS (1) These standards apply to all competency-based and performance-based teacher education programs. For each program, the institution shall:

(a) develop and adopt an explicit statement of "program exit" competencies that relate to the entry-level professional role. These competencies must include all of the criteria implicit in the general standards (Sub-Chapter 4) and specific standards (Sub-Chapter 5);

(b) provide a program design that:

(i) relates the competencies (cited in (a) above) to modules, subcourses, or courses;

(ii) lists the learning activities involved; and

(iii) specifies the assessment techniques used to verify the attainment of these competencies;

(c) formally assess follow-up data to determine the relationship between "exit" competencies and initial professional role performance. Such assessment shall be considered in program development; and

(d) use an on-site evaluation team, designated by the board of public education, to determine the institution's performance in the development and verification of a candidate's role competency and in the collection and use of follow-up data.

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